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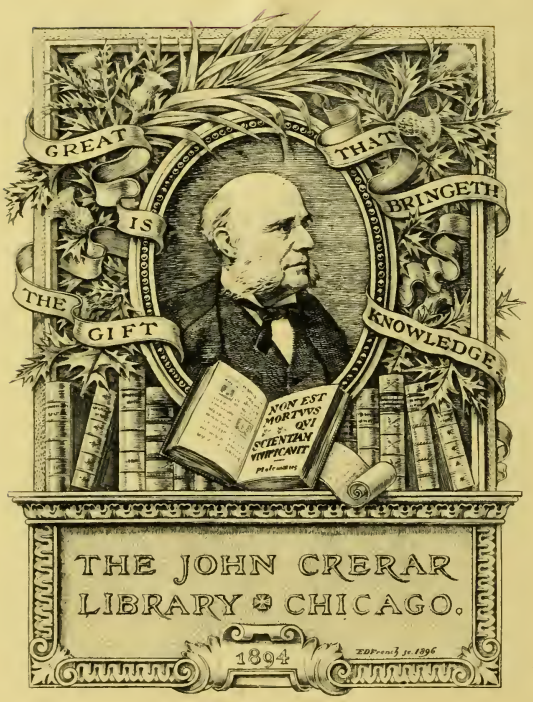
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THAT BRINGETH KNOWLEDGE
NON EST MORTVVS QVI SCIENTIAM VIVIFICAVIT
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Catalogue and Circular

Of the Rhode Island Normal School, at Providence . . .

1898

THE
JOHN CRERAR
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Catalogue and Circular

OF THE

Rhode Island Normal School

AT

*** Providence ***

1898

Providence
E. L. Freeman & Sons, Printers to the State
1898

1898. 1899.

JULY.

S.	M.	T.	W.	T.	F.	S.
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SEPTEMBER.

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OCTOBER.

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NOVEMBER.

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DECEMBER.

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JANUARY.

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FEBRUARY.

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MARCH.

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APRIL.

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MAY.

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JUNE.

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Days on which school is in session are indicated by full face type.

Calendar for 1898-99.

Fall and Winter Term.

1898.

EXAMINATION FOR ADMISSION.....*Monday, September 12.*
OPENING OF TERM.....*Tuesday, September 13.*
THANKSGIVING RECESS, TWO DAYS.....*November 24–25.*
CHRISTMAS RECESS, ONE WEEK.....*December 17–24.*

1899.

PUBLIC EXAMINATION CLOSING THE TERM..*Friday, January 27.*

Spring and Summer Term.

OPENING OF TERM.....*Monday, February 6.*
WASHINGTON'S BIRTHDAY.....*Wednesday, February 22*
SPRING RECESS, ONE WEEK .. ..*April 15–22.*
ARBOR DAY.....*May 12.*
MEMORIAL DAY.....*May 30.*
PUBLIC EXAMINATION.....*Thursday, June 29.*
GRADUATING EXERCISES .. .. *Friday, June 30.*

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By the act of the General Assembly, passed March 14, 1871, the Rhode Island Normal School was placed "under the management of the State Board of Education and the Commissioner of Public Schools as a Board of Trustees."

Board of Trustees.

HIS EXCELLENCY THE GOVERNOR,

ELISHA DYER.

HIS HONOR THE LIEUTENANT-GOVERNOR,

WILLIAM GREGORY.

JOHN E. KENDRICK.....Providence.
SAMUEL W. K. ALLEN.....East Greenwich.
FRANK E. THOMPSON.....Newport.
FRANK HILL.....Ashaway.
GEORGE T. BAKER.....Barrington.
Rev. CHARLES J. WHITE.....Woonsocket.

THOMAS B. STOCKWELL,

Commissioner of Public Schools and Secretary of Board of Trustees.

Board of Examiners.

Rev. NAPOLEON LeCLERC.....Woonsocket.
Mrs. HELEN M. C. KENDRICK.....Providence.
Rev. T. C. McCLELLAND.....Newport.
Miss CLARA A. OLNEY.....Hope Valley.
SAMUEL NORRIS, Jr.....Bristol.
FRANK G. EASTMAN, M. D.....East Greenwich.

Board of Instruction.

1897-98.

WILLIAM E. WILSON, A. M., PRINCIPAL, 225 Morris Avenue,
Psychology, Pedagogy.

ALEXANDER BEVAN, A. M., 131 East Avenue,
Physics, Chemistry, Arithmetic.

SARAH MARBLE, Woonsocket,
Literature, Rhetoric, Methods in Reading, Mineralogy.

CHARLOTTE E. DEMING, 190 Meeting Street,
Geography, Methods in Geography, Geology, Astronomy.

BERTHA BASS, A. M., 11 Greene Street,
History, Civics, Latin.

EMMA E. BROWN, A. M., 50 Waterman Street,
Geometry, Algebra, German, Penmanship, Calisthenics.

MABEL C. BRAGG, Bristol,
Reading, English Language.

ALEXANDER H. SEAVERNS,
Drawing.

HATTIE E. HUNT, PH. D., 53 Waterman Street,
Assistant in Psychology, Pedagogy, and Methods.

MARY C. DICKERSON, 3 Angell Place,
Botany, Zoölogy, Physiology.

EMORY P. RUSSELL, 105 Daboll Street,
Music.

ELLEN L. RICHARDS, 53 Parade Street,
Sewing.

SCHOOL OF OBSERVATION.

PHEBE E. WILBUR, Principal, 21 Somerset Street,
Fifth year.

ALICE W. CASE, 89 Somerset Street,
First year.

ADA B. BRAGG, Braggville, Mass.,
Second year.

SARAH L. SWEET, 177 Bridgham St.,
Third year.

MARION A. PUFFER, 42 Common St.,
Fourth year.

PRACTICE SCHOOLS.

CLARA E. CRAIG, Training Teacher, 69 Carpenter St.,
Benefit St., Providence.

MARY E. BOSWORTH, Training Teacher, 3 Angell Place,
Eden Park, Cranston.

MYRA A. BUMSTEAD, Training Teacher, 80 Summit St., Pawtucket,
Cherry St., Pawtucket.

MARY B. KING, Training Teacher, 10 Maple St., Pawtucket,
Central St., Central Falls.

BERTHA M. WOOD, Centreville,
Principal's Clerk.

WILLIAM H. GROSS, 283 Thayer St.,
Janitor.

Students.

ADVANCED COURSE.

SENIOR CLASS.

Graduated June 24, 1898.

NAME.	P. O. ADDRESS.
Apes, Lillias May	Anthony.
Brown, Anna Eliza	Albion.
Chase, Jane Elizabeth	Mansfield, Mass.
Dwyer, Julia Aloysius	230 Gano St., Providence.
Galli, Marie	16 Walnut St., Westerly.
Kirby, Mary Elizabeth	East Providence.
Lanphear, Emily Gertrude	Peace Dale.
Leahey, Mary Louisa	77 Cross St., Providence.
Meegan, Mary Winifred	East Providence.
O'Leary, Elyne Hendricken	East Providence.
Openshaw, Bertha May	17 Second St., Woonsocket.
Riley, Abbie Gertrude	Bridgeton.
Ryan, Ellen	557 Broad St., Lonsdale.
Ryan, Florence Sutherland	17 Ocean St., Providence.
Tillinghast, Nellie	Summit.
Watson, Abbie Carpenter	Tenth St., East Providence.

SENIOR CLASS B.

NAME.	P. O. ADDRESS.
Campbell, Mary Agnes	Lonsdale.
Conley, Katherine Irene	236 North Main St., Woonsocket.
Conway, Mary Katherine	178 Arnold St., Woonsocket.
Cowen, Henrietta Nowell	Little Compton.
Craig, Mary Murdock	River Point.
Demers, Clara Loretta	22 Gooding St., Pawtucket.
Demers, Mary Agnes	22 Gooding St., Pawtucket.
Doyle, Sarah Anna	32 Central St., Central Falls.
Farnes, Mary Elizabeth	Darlington.
Hall, Alice Maria	71 High St., North Attleboro, Mass.
Hicks, Bertha Stanley	Bristol Ferry.
Hicks, Carrie Louisa	86 Cole St., Pleasant View.
Hokanson, Emma Alida	Rumford.
Kee, Sarah Jane	Warren.
Macdonald, Estella Christiana	Shubenacadie, N. S.
McVeigh, Margaret Mary	Lonsdale.
Meagher, Ellen Cecilia	205 East Ave., Pawtucket.
Powers, Margaret Helen	South Attleboro, Mass.
Smith, Annie Melisa	Enfield.
Whipple, Carrie Mabel	Natick.
Woodward, Annie Louise	Norton Furnace, Mass.

JUNIOR CLASS A.

Bates, Edith Ellen	Box 53, Hope.
Brayton, Amelia Louisa	Moosup Valley.
Brownell, Charlotte Dickenson	Little Compton.
Carpenter, Emma Jane	East Providence Centre.
Cochrane, Antonia Maude	216 Somerset Ave., Taunton, Mass.
Grimshaw, Edyth May	Dexter St., Woonsocket.

Name.	P. O. Address.
Maher, Lillie Agnes	Johnston.
Mitchell, Bernice Pearl	64 Keene St., Providence.
Prentiss, Mary Alice	North Weymouth, Mass.
Reed, Ethel Lincoln	411 Somerset Ave., Taunton, Mass.
Sherman, Jessie	West Mansfield, Mass.
Smith, Lillian Etta	5 Watson St., Woonsocket.
Spaulding, Alice Follett	156 Cross St., Central Falls.
Waterman, Helena Alveretta	Johnston.
Williams, Florence Ethlyn	Auburn.

JUNIOR CLASS B.

Allen, Ada Marie	58 Camp St., Providence.
Anderson, Sophie A	Attleboro, Mass.
Barnes, Nettie Josephine	Manton.
Belcher, Julia Fisher	Lakewood.
Brayton, Mary Alice	Greenville.
Bunker, Ruth Walworth	54 Willow St., Providence.
Carroll, Catherine Camillius	Phenix.
Carroll, Mary	131 Tockwotton St., Providence.
Clarke, Maude Matilda	Bristol.
Corrigan, Louise Jane	Attleboro Falls, Mass.
Dillon, Ellen Frances	Hortonville, Mass.
Donnelly, Grace Loretta	267 Central St., Central Falls.
Doyle, Susan Aloysius	29 Sheldon St., Providence.
Fuller, Ethel Esther	Plainville, Mass.
Gale, Alice Jeanette	1238 Globe St., Fall River, Mass.
Hamerton, Sarah Isabel	527 Maple St., Fall River, Mass.
Kibbee, Ruth Wood	Valley Falls.
McGann, May Etta	Bristol.
McGuigan, Marjory Cecilia	Auburn.
Monahan, Delia Loretta	East Providence.

Name.	P. O. Address.
Nichols, Ellen Maude	Box 127, Natick.
Parker, Harriet	25 Mowry St., Providence.
Sisson, May Eaton	275 Washington St., Providence.
Sweet, Florence Sophia	Auburn.
Taylor, Barbara Christie,	21 West Narragansett Ave., Newport.
Viall, Maude Adalene	Auburn.
Waters, Jessica Alice	Johnston.
West, Eva Maude	North Scituate.
Williams, Mary Elizabeth	22 Arch St., Providence.

COURSE PREPARATORY FOR PROVIDENCE AND PAWTUCKET TRAINING SCHOOLS.

SECTION A.

Adams, Ellen May	500 Cranston St., Providence.
Arnold, Amey Leone	274 Washington St., Providence.
Davis, Helen Catherine	19 Armstrong Ave., Providence.
Dawson, Elizabeth Cooper	389 Admiral St., Providence.
Durrell, Gertrude May	28 Ninth St., Providence.
Farrell, Nellie Agnes	1101 Atwell's Ave., Providence.
Feeley, Martha Ellen	110 Gallup St., Providence.
Freeman, Frances Virginia	287 Washington Ave., Providence.
Gray, Margaret	120 Broad St., Providence.
Hunt, Flora Estelle	10 Spencer St , Providence.
Hurley, Katharine Matilda	36 East George St., Providence.
Kimball, Alice Orella	512 Public St., Providence.
Lowell, Linda May	78 Bellevue Ave., Providence.
Mackenzie, Elizabeth Florence	175 South St., Providence.
Magrath, Margaret Rufina	87 Parade St., Providence.

Name.	P. O. Address.
McLaughlin, Carrie Lee	18 Marlborough Ave., Providence.
Mott, Mary Rupple	236 Lockwood St., Providence.
Riordan, Catherine Agnes	93 Branch Ave., Providence.
Smith, Jane Ann	74 Seymour St., Providence.
Wells, Sarah Lillian	209 Montgomery Ave., Providence.
Burlingame, Alice Maria	679 Central Ave., Pawtucket.
Clarke, Mary Elizabeth	424 Broadway, Pawtucket.
Cox, Mary Ellen	40 Sterry St., Pawtucket.
Gallagher, Eliza Agnes	799 North Main St., Pawtucket.
Garland, Ann Jane	59 Clifford St., Pawtucket.
Holt, Elizabeth Davy	128 Lonsdale Ave., Pawtucket.
Jackson, Jeanette May	25 Nickerson St., Pawtucket.
Kenyon, Fannie Sarah	697 Pleasant St., Pawtucket.
Kinloch, Elizabeth Knox	30 South St., Pawtucket.
Lightbown, Mary Veronica	Lonsdale.
Markey, Frances Anna	108 Prairie Ave., Pawtucket.
McKinley, Jennie Blodgett	175 Division St., Pawtucket.
Morpeth, Rachel May	62 Carpenter St., Pawtucket.
Perry, Edith Francena	124 Exchange St., Pawtucket.
Walker, Ellen	48 Highland St., Pawtucket.

SECTION B.

Chapin, Mary Louise	6 Providence St., Providence.
Cole, Helen Josephine	81 Potter's Ave., Providence.
Cosgrove, Francesca de Sales	258 Doyle Ave., Providence.
Dix, Jane Sarah	18 Orchard St., Providence.
Donnelly, Annie Elizabeth	888 Eddy St., Providence.
Fanning, Susan Gertrude	1763 Westminster St., Providence.
Hitchcock, Ethel Louise	253 Federal St., Providence.
Hollen, Marie Celestial	40 Constitution St., Providence.
Houghton, Mary Elizabeth	49 Sexton St., Providence.

Name.	P. O. Address.
Kelleher, Grace Edith	4 Cypress St., Providence.
Kelly, Margaret Clare	33 Benefit St., Providence.
Lyman, Emily Hastings	137 Congress Ave., Providence.
Lyon, Bessie Cornelia	180 Chestnut St , Providence.
Mykins, Jennie Brennan	44 Dartmouth Ave., Providence.
O'Toole, Annie Johnson	60 Harold St., Providence.
Padien, Susan Ann	145 Julian St., Providence.
Peirce, Clara Imogene	27 Hammond St., Providence.
Peirce, Kittie Louise	132 Oxford St., Providence.
Rose, Maud Bernice	Arlington.
Stafford, Elizabeth Rhodes	2 Humboldt Ave., Providence.
Walsh, Catherine Clothilde	293 Prairie Ave., Providence.
Willard, Laura Adelaide	45 Kenyon St., Providence.

ELEMENTARY COURSE.

SUB JUNIOR CLASS.

Almy, Helen Marion	22 Warren St., Providence.
Colwell, Ethel Ora	Johnston.
Corrigan, Alice Theresa	305 Somerset Ave., Taunton, Mass.
Davis, Helen Dean	Riverside.
Hines, Helen Frances	Oak Lawn.
Latham, Anna Mabel	Hope.
Lewis, Elsie Lilla	75 Park St., Attleboro, Mass.
Mattison, Abbie Adelia,	City Line Store, Broad St., Providence.
Owens, Agnes Magdalene	Berkeley.
Partridge, Genevieve M	24 Thomas St., Woonsocket.
Sieverts, Annie Marie	225 Morris Ave., Providence.
Smith, Florence Blanche	12 Chester Ave., Taunton, Mass.

NAME.	P. O. ADDRESS.
Tarmey, Mary Agnes	92 Cato St., Woonsocket.
Tomkins, Annie Maria Cutter	82 Prospect St., Providence.
Tomkins, Sarah Graham	82 Prospect St, Providence.
Vaughn, Lena Agnes	72 Portland St., Providence.
Wesley, Alelia Ethel	98 Meeting St., Providence.

FIFTH TERM CLASS.

Bainton, Cecilia Maud Marion	158 Laban St., Olneyville.
Bennett, Ethel Foster	Foster Centre.
Bliven, Annie Frances	Box 52, Washington.
Cohen, Etta Esther	12 Jenckes St., Providence.
DeBlois, Mary Elizabeth	Warwick.
Essex, Hattie May	East Greenwich.
Gear, Myrtha May	Tiverton.
Greene, Mabel Gertrude	River Point.
Hunt, Carrie Lavinia	East Greenwich.
Kilroy, Joan Littlefield	Box 693, East Providence.
Latham, Mary Ethel	Box 5, Hope.
*McNulty, Rose Mary Loretta	River Point.
Nixon, Annie Josephine	Warren.
Sutherland, Mattie Edward	139 East George St., Providence.
Young, Alice Lavinia	Moosup Valley.

FOURTH TERM CLASS.

Aldrich, Mary Jane	Box 302, Woonsocket.
Brown, May Hortense	8 Carr Court, Providence.
Buffington, Ethel Lyndon	Box 55, Quidnick.
Chace, Ethel Maud	Hortonville, Mass.

* Deceased April 28, 1898.

Name.	P. O. Address.
Coughlin, Mary Eva	Manton.
Gillies, Anita Gregory	Box 56, River Point.
Greene, Gertrude Frances	Saylesville.
Griffin, Loretta Mabel	302 Valley St., Providence.
Hopkins, Bertha Ethel	18 Barrows St., Johnston.
Hopkins, Susie Mabel	Box 38, North Scituate.
Little, Mabel Lucy	120 Park Ave., Woonsocket.
Mathewson, Mary Sweet	Manton.
McGuire, Agnes Marie	River Point.
Moriarty, Catherine Frances	19 Oak Hill Ave., Pawtucket.
Mott, Ethel Gertrude	Block Island.
Phillips, Josephine Victoria	North Scituate.
Reilly, Margaret Mary	10 Barton Court, Providence.
Whipple, Marion Etta	Natick.
Whitford, Katie Greene	Perryville.
Wilcox, Ethel Simmons	Tiverton Four Corners.

SECOND TERM CLASS.

Adams, Lottie Elnora	South Scituate.
Anderson, Frank William	Cranston.
Barden, John	South Scituate.
Bell, Bernice Julia	Riverside.
Brayton, Florence Leona	Moosup Valley.
Carroll, Elizabeth Veronica	Phenix.
Chollar, Theo Blanche	Norwood.
Clemence, Mabel Irene	Greenville.
Cutler, Mattie Frances Gordon,	1108 Westminster St., Providence.
Daley, Genevieve Loretta	Pascoag.
Farrow, Alice May	North Scituate.
Hanley, Katherine Ellen	Pascoag.
Harris, Mary Evelyn	Centredale.

Name.	P. O. Address.
Hokanson, Edith Josephine	Rumford.
Horrigan, Josephine Olive	942 Manton Ave., Providence.
Kirkley, Elizabeth D.	Cranston.
Latham, Edna Winifred	27 Burnett St., Providence.
Lyons, Eleanor	Crompton.
Mangan, Matilda Agnes	South Attleboro, Mass.
Martin, Margaretta	Natick.
Moffitt, Katherine Theresa	Ashton.
Nichols, Edyth Helme	Wickford.
Seamans, Edna Pray	Quidnick.
Steere, Smith Oliver	Chepachet.
Swenson, Sarah Alice	Greenville.
Walcott, Bertha Winifred	Greenville.
Walker, Mary Edith	Rumford.
Warner, Ruth Arrena	Bridgeton.

SUMMARY.

Senior Class	16
Senior Class B	21
Junior Class A	15
Junior Class B	29
City Training Class A	35
City Training Class B	22
Sub Junior Class	17
Fifth Term Class	15
Fourth Term Class	20
Second Term Class	28
Total	218

Rhode Island Normal School.

PROVIDENCE, R. I.

The Aims of the School and the Scope of its Work.

ITS SPECIFIC PURPOSE.

The school is maintained for the specific purpose of educating and training teachers for the schools of the state.

THE DEMAND FOR PROFESSIONALLY EDUCATED TEACHERS.

The need of educated and trained teachers has come to be felt in many quarters, and the value of adequate special preparation for this important public service is coming to be appreciated. In our own state public sentiment in this regard has advanced substantially within a few years. The demand for graduates of the school is greater than can be met and has been increasing steadily for several years. They are sought for outside of the state as well as within it.

It is a fact not generally appreciated that, while in most callings there is perhaps an excess of capable workers, there is at present lack of qualified teachers for elementary school work. Many positions are held by persons who are not fitted by

nature or preparation for such work, because qualified teachers are difficult to find.

The state, therefore, having provided for the education of teachers, seeks to attract into the profession of teaching and into the service of the public schools young men and young women who by nature are adapted to this work, and offers them the means of thoroughly qualifying themselves.

TALENT FOR TEACHING ESSENTIAL.

The school cannot create talent for teaching. It can only develop and train that which its students possess. There are indispensable endowments and acquisitions of early life which those who will be successful in a course of preparation for teaching must bring with them to the Normal School.

When the last possible provision has been made for the development and the training of the talent for teaching, the success of the school still depends upon the quality of student material which comes into it. It is of the utmost importance that there shall be a constant supply of young men and young women, who possess the health, the character, the talents, the habits, which constitute the basis of the capable teacher.

Graduates of high schools who have attained good standing for character and scholarship are invited to enter the Normal School and prepare themselves by a course of professional study and training for a career of great usefulness in the work of education. A single year's work in the school will enable such students to make a test of their adaption to teaching as a calling, and will give them a training in the science and art of education which should be invaluable, even if they should see cause for turning to some other calling. They should not come, however, expecting to fully equip themselves for teaching in a year or to find the work light and easy. The work of the advanced course requires the strength and discipline which a high school course is designed to develop, and in in turn is

designed to develop new power and self-dependence. The majority who have entered the school in the past few years have been high school graduates.

Teachers who realize the need of fuller preparation, may find the opportunity and help they desire here. They will find in the school those who have had considerable experience in teaching. Young people who have not the opportunity of high school education and who have decided to prepare for teaching, if they have attained the requisite maturity and scholarship, are invited to enter the elementary course. Among those who have come from various parts of the state in times past with only an elementary education and have gone through the whole course, are many of the most efficient teachers of the state and some of the most worthy men and women now filling other important places in life.

GENERAL SCHOLARSHIP AND CULTURE.

The Normal School is not a high school nor a college, but an institution having a specific function, namely, the preparation of teachers for their work. In accomplishing this, however, it must secure in its students broad, accurate, and thorough scholarship, which is the essential basis of professional training for any calling, especially for teaching.

An important element in the education of the teacher is the cultivation of the characteristic habits and abilities of the successful student. Throughout her course of preparation the normal student needs to be pursuing energetically substantial subjects for her own development and culture. The Normal School must cultivate a lively interest in study and investigation and an enthusiasm for learning which only the vigorous pursuit of worthy subjects can engender.

The course of study, then, must be rich in material and suited to challenge effort and nourish interest, as well as furnish professional instruction. It will be observed in the outline of the

courses following, that substantial acquisitions in science, literature, history, and art, are provided for. Throughout each of the courses the student pursues for culture and discipline subjects that require for their mastery attentive observation, patient research, and strong thinking.

THE SPECIAL WORK OF THE NORMAL SCHOOL.

The purpose of the school determines what its specific work must be.

1. It must beget the spirit of the teacher.
2. It must reveal the nature, aims, and methods of education. This it can do by the study of man and the process of his development, and of his relation to nature and to society.
3. It must enable the student to grasp and analyze subjects of study and the process of thinking by which knowledge is attained.
4. It must put the student in possession of ability to inspire and guide the process of learning in the child.
5. It must give the student an intelligent acquaintance with principles and methods of instruction and of school administration.
6. It must furnish opportunity for practice in the art of teaching under suggestive and instructive conditions.

COURSES.

The following courses are designed to furnish the instruction and training required by the several classes of students who enter the school. Post graduate and special work will be arranged as may be deemed advisable for those who wish to pursue studies in education beyond what is here provided.

The subjects embraced in the course are indicated only in their order and relation here. The work of each department is outlined on pages 25 to 33.

I. THE REGULAR NORMAL TRAINING COURSE.

Junior Year.

First Term—Junior B. (19 weeks.)

Pedagogy—Introductory Course..... 3
Observation..... 1
Methods of Instruction—Introductory Course:

1st Quarter.		*2d Quarter.*	
Reading	2	Language	2
Nature Study	1	Geography	2
Physics	4	Arithmetic	2
Drawing	4	Drawing	2

Biology—Vertebrates and Man..... 4
Singing..... 1

Second Term—Junior A. (19 weeks.)

Psychology..... 4
Practice—Class Teaching..... 5
Biology, Hygiene, and Sanitation..... 4
Civics..... 2
Literature..... 2
Singing..... 2

Senior Year.

First Term—Senior B. (19 weeks.)

Pedagogy—Advanced Course..... 4
Logic—General Method,
Ethics—School Administration,
Methods of Instruction—Advanced Course:
Nature Study, Physics..... 2
Drawing, Mathematics..... 2
Reading and Literature..... 3
Geology, Mineralogy, and Geography..... 4
Singing..... 1

Second Term—Senior A. (19 weeks.)

	Half Term.	
History of Education	2	Practice
Teaching of History	2	in the
Teaching of Language	3	Training
Astronomy	4	School.

This course is a distinctively normal training course designed to afford the best possible general preparation for teaching. Those who successfully complete it are graduated and with the sanction of the state are awarded the diploma of the school.

In order that the object of the course may be successfully attained, it is necessary that those who enter upon it be fully prepared. The preparation requisite includes:

1. Sufficient health and maturity of body and mind.

2. Good strong moral character.

3. A strong high school course well and fully mastered, or its equivalent. It is implied that such high school course includes substantial study, by sound methods, of natural science and some form of manual art, at least drawing, as well as mathematics, language, literature, and history.

4. Proficient elementary scholarship. It is especially requisite that the student of the science and art of teaching should have acquired mastery of the subjects of the elementary school course. More than a good grammar school pupil's understanding of these subjects is necessary for the teacher. The maturity and discipline which the high school course has developed should be brought to bear upon arithmetic, geography, and the English language for their fuller mastery before the student is ready to give his attention especially to methods of instruction.

All who enter upon this advanced course are examined in English, including reading, penmanship, composition and grammar, history of the United States, geography, and arithmetic. In this examination the object is to ascertain the student's substantial everyday knowledge and ability rather than what can be shown as the result of studying for examination. The student should be prepared for such a test upon applying for admission to the Junior class.

Graduates of accredited high schools are admitted to the school upon their diplomas but take this test of their preparation for entering immediately upon the advanced course, unless they choose to review these subjects before entering upon the advanced course.

Opportunity will be afforded those who need to strengthen their elementary preparation, to study in a thorough manner under very competent teachers, arithmetic, geography, the English language, the history of the United States, and if desirable other subjects of the elementary course. For this purpose a Sub-Junior year's work is arranged and is here outlined; for any part of it evidence of scholarship will be accepted.

First Term.		*Second Term.*	
Arithmetic	5	Book-Keeping and Penmanship	3
Zöology	2	Geography	5
Physics	4	History of the United States	3
English Grammar and Composition	3	Reading and Voice Training	2
Modern History	2	Drawing	2
Drawing	2		

II. THE ELEMENTARY COURSE.

First Year.

First Term.		*Second Term.*	
Reading	3	Latin	4
Penmanship	1	English	4
Latin	4	Geography, half term Zöology and Botany, half term	5
Botany, half term Hygiene, half term	3	Geometry	4
Form and Drawing	2	Singing	1
Algebra	4	Drawing	2
Singing	2		

Second Year.

First Term.		*Second Term.*	
Ancient History	3	Mediæval History	2
American Literature	2	Rhetoric	3
Physics	5	Chemistry	4
Drawing	3	Arithmetic	4
German and Latin, optional	4	Drawing	2
Singing	1	German or Latin, optional	4
		Singing	1

Third Year.

First Term.		*Second Term.*	
History of the United States	2	History of the United States	3
The English Language	2	Literature and Reading	2
Geography	5	Zöology	2
Algebra and Geometry	4	Methods of Instruction	3
Elementary Psychology and Pedagogy	3	German or Latin, optional	3
German or Latin, optional	3	Singing	1
Singing	1		

The elementary course is designed to afford those not within the reach of a high school the opportunity to gain a good general education and preparation for the advanced course. It is designed to furnish at the same time, as far as possible, immediate preparation for teaching, so that those who are unable to continue through the advanced course may be measurably qualified to teach.

Those who pass the entrance examinations and comply with the terms of admission, as prescribed on page 40, have the preparation requisite for entering upon this course. When admitted, students are classified according to their ability to go forward with the work. Those who have accomplished in other schools the equivalent of any part of this course should present the evidence of the amount and quality of such work, that they may be assigned such advanced standing as they are prepared to maintain.

A certificate is given those who complete this course in a satisfactory manner.

III. COURSE IN PREPARATION FOR CITY TRAINING SCHOOLS.

This course is designed especially for those who, having acquired a high school education or its equivalent, have in view a course of practice in a city training school. It embraces the theoretic professional work of the advanced normal training course, including the study of methods illustrated by observation of work in the several grades. It does not include practice teaching and criticism.

The preparation requisite is identical with that for the regular normal training course.

First Term.		*Second Term.*	
Biology, half term Pedagogy, half term	3	Elementary Science	3
Psychology	3	Pedagogy	2
English	4	Geography	4
Arithmetic	3	Reading, half term Arithmetic Methods, half term	3
Drawing	4	Drawing	2
Penmanship	1	Singing	2
Singing	1	Sewing	2

The above arrangement indicates the scope of the work embraced in this course. It has been modified to meet the special needs of classes.

The Work of the Courses Outlined by Departments.

LITERATURE AND LANGUAGE.

READING.—Elementary Course, First Term.—The objects of the work in reading are intellectual training for grasp and appreciation of the thought; and physical training in voice development, correct breathing, and general control of the body.

Lyric poetry, descriptive prose, followed by strong prose and dramatic selections, are used to secure the ends in view. Wordsworth, Longfellow, Whittier, Bryant, Holmes, Irving, and Hawthorne are among the authors studied during the first term's work. Later such selections from Shelley, Lowell, Emerson, and Shakespeare, as are adapted to the best development of the students, are studied for additional acquaintance with literature and for vocal expression.

In addition to class work, during the term each student reads from two to four books, abstracts of which are submitted in writing to the teacher; and carefully prepares for recitation before the class several selections suited to her individual needs.

ENGLISH LANGUAGE.—Elementary Course, Second Term.—The work of the term in English includes:

I. The history of the English language, with study in etymology and synonyms.

II. Thorough review of English grammar.

III. English composition, with particular attention to letter writing, embracing:

1. Penmanship, punctuation, paragraphing, and spelling.
2. The choice of words.
3. The construction of sentences.

Latin.—The relation between Latin and English and the disciplinary value of the proper study of Latin are recognized in the place assigned to it in the course. Especial attention is given to translation of easy Latin into idiomatic English, to sight reading, and to the subject of the derivation of English words.

The purpose of this one year in Latin is not preparation for the study of Latin classics, but to furnish a broader basis for the appreciation of English.

German —Elementary Course: The work of the first year includes elementary German grammar; translation of simple prose, both prepared and sight work, dictation, composition, and conversation. Special emphasis is laid upon the intelligent reading of German and upon the understanding of spoken German. The recitations are conducted in the language as far as is practicable.

Advanced Course: The work of the second year includes a study of one or more of the works each of Lessing, Schiller, Goethe; also, connected prose composition.

English Literature and Rhetoric.—As considerable attention is given in our elementary schools to the beautiful poems and stories of our American authors, and a wider reading of these is gained during the first year of this course, the class in literature and rhetoric spends some portion of its time on the longer English poems. Literature is studied first, that it may be enjoyed; and second, that the students may be led, through rhetorical analysis and appropriate rendering, to its higher appreciation and, that they may be stimulated to gain an ever widening knowledge of the best in literature.

The history of literature is brought before the class somewhat after the seminary method. Large use is made of photographs. The school possesses several hundred carefully selected ones, some of which were obtained by the teacher, when abroad, for use in the classes in literature.

Rhetoric.—The course in rhetoric is designed to enable the students to become familiar with such styles of writing as are worthy of study; to lead the students to see wherein style is appropriate, and wherein it strengthens thought or enhances its value; to help them to gain ability in making the expression of their own thought correct, clear, and so far as may be, effective.

As facility in writing may come from much practice in writing, daily written work is required. The more formal work of essay writing receives attention. Debates, for which there is careful preparation, are supplemented by argumentative essays. The work of the two literary societies supplements the work in the department of rhetoric and literature.

Composition.—The ability to write as well as to speak good English is one

of the chief objects aimed at throughout the course. Practice in writing is furnished in connection with studies in other departments as well as in this.

In the regular normal training course, the departments of science, history, and pedagogy furnish abundant practice in writing. Several carefully prepared essays are presented by each student and read before the school. During the Senior year, reading and literature occupy about two hours per week. During the past year, the Senior class have studied The Knight's Tale, and Hamlet ; they have in two readings presented the play of As you Like It before the school.

HISTORY AND CIVICS.

Ancient and Mediæval History.—The subject is studied in the second year of the elementary course. The work of the first term consists of an outline of the history of the Eastern nations and critical study of the history of Greece. The second term is occupied with a sketch of Roman history and more thorough study of the history of the Middle Ages. The relations of cause and effect are carefully studied, and an intelligent interest in history is stimulated by outside reading and by the writing of essays.

United States History.—The course consists of a review of the history of the United States, with special emphasis upon the relation of European history to that of our own country. The discussion of current topics is encouraged.

Civics.—The object of the course in civics is to secure an intelligent understanding of our forms of government, both local and national. The practical value of history and civics as a preparation for teaching is made prominent ; and methods are suggested for teaching civics in connection with United States history.

ART.

The object of the course in drawing is four-fold :

1st. To give the pupils a knowledge of form, mechanical and free hand drawing, historic ornament, design and color.

2d. To prepare the pupils to teach all the branches of the subject required in the primary and grammar schools.

3d. To give the pupils power to illustrate with blackboard sketches any subject that may require illustration.

4th. To foster the love of beauty and to stimulate and develop the creative and appreciative art faculties.

ELEMENTARY COURSE.

First Term—Form Study.

Clay Modelling.—Type forms and their derivations, and objects, manufactured and natural, based thereon.

Paper Folding and Cutting.—Geometric forms; ornamental forms based on the geometric plane figures; elementary color.

Free hand drawing from type solids and objects, manufactured and natural, based thereon; ornamental forms on geometric bases.

Second Term—Mechanical Drawing in Connection with Geometry.

Geometrical Problems.—How to handle compasses, straight edge, pencils; use of rule, etc. System of notation, why used.

Third Term—Mechanical Drawing and Manual Training.

Constructive or Working Drawings.—How to make free hand working drawings from geometric solids and common objects. How to make working drawings with instruments. How to figure dimensions. How to make drawings to scale from objects, and sketches.

Manual Training.—Construction of objects in cardboard and wood.

Fourth Term—Decorative Drawing and Design.

Elements of Design.—Historic frets, borders, surfaces, and centres—analyzed and studied introductory to subjects of decoration and design. Natural or pictorial treatment contrasted with conventional treatment. Geometric construction and division of surfaces. Construction of decoration based on laws of growth. Elementary color. Designs in simple harmony.

NORMAL TRAINING COURSE.

Junior B.

Free hand perspective; the principles underlying pictorial representation. Color contrast and harmonies. Historic ornament; the various schools studied and compared. Blackboard illustrative sketching of the work done.

Junior A.

Free hand perspective. Color contrast and harmonies. Designs in colored papers and water colors. Blackboard illustrative sketching.

Senior Year.

Methods of presenting the various branches of drawing required in the primary and grammar schools. Practice in drawing illustrations on the blackboard in connection with the teaching of other subjects.

Sub-Junior Year.

A course designed to enable graduates of high schools who are deficient in this subject to prepare for the Junior work in as brief a time as possible.

First Term.—Form study, clay modelling, paper folding and cutting, geometric drawing, free hand drawing.

Second Term.—Constructive drawing, decorative drawing and design, elementary color, free hand drawing.

COURSE IN PREPARATION FOR CITY TRAINING SCHOOLS.

First Term.—Selected parts of the regular Junior work, as much as the time allows.

Second Term.—The Senior work, as far as the time allows.

MUSIC.

Regular instruction is given in vocal music. There is a lesson given each week to the whole school in the development of an appreciation of the works of the masters and in sight singing; and other lessons are given to all students in presenting the teaching side of music, as taught in the public schools.

MATHEMATICS.

Algebra.—The course includes quadratic equations, use of the binomial formula, and arithmetical and geometrical progression. The ends sought are power to solve problems and ability to logically develop and present the principles upon which the formulæ are based.

Geometry.—The course covers plane geometry and some work in solid geometry, special attention being given to propositions relating to the measurement of solids. Theorems are not only demonstrated, but are also applied by means of problems and in many cases illustrated objectively. Original demonstrations of theorems is an important phase of the work.

Arithmetic.—The course of instruction in the fourth term embraces a comprehensive review of the principles and processes of elementary arithmetic, in-

cluding the metric system, for the purpose of gaining power to grasp principles clearly and to analyze conditions correctly as a basis of methods of operation.

Methods of Instruction in Mathematics.—The teaching of numbers and arithmetic in primary grades and of mathematics in grammar grades occupies a prominent place in the advanced course.

PHYSICAL SCIENCE.

Physics.—Fundamental principles that have their application in the affairs of every day life are the chief subjects attended to. As far as possible, every principle is first presented in an experiment, or attention is directed to it in the natural phenomena and in artificial contrivances. The students are taught to observe carefully and accurately, and from the results of their investigations to draw logical conclusions. As far as facilities admit, the students experiment for themselves and are taught to construct apparatus of the simplest kind. By this method they learn that it is possible with the means at hand to devise apparatus that will illustrate, fairly well, the most important facts of the subject.

In the second year twenty weeks are given to the subject. The ideas of molecular forces are developed, properties of matter, laws of falling bodies, and simple mechanical powers are determined experimentally; apparatus is made and used which illustrates the elementary principles of the subject. In the Senior term, light, heat, and electricity are studied.

Chemistry.—In chemistry the time is about equally divided between individual laboratory work and theoretical class work. The aim is primarily to help the pupils to a good elementary knowledge of the subject, both theoretical and practical; and secondarily, to consider helpful ways of presenting the elementary facts of chemistry to young pupils.

The laboratory work is arranged and conducted with a view to securing, on the part of the pupils, first, an acquaintance with the nature and properties of the apparatus and materials used, together with facility in the manipulation of same; second, the habit of close observation of the physical and chemical properties of the common elements and compounds as a basis for theoretical chemistry.

In class work it is insisted that the pupils make an effort to obtain an intelligent understanding of the atomic theory of the constitution of matter and of the nature of chemical re-actions. To this end, a free use of the blackboard is made in writing molecular formulæ and chemical equations. Chemical problems involving weighed quantities of the substances used form an important part of this work.

Each element is studied topically as follows: Its occurrence, preparation, physical properties, chemical properties, tests, and uses. Compounds are treated in a similar way as far as the facts will permit, though more emphasis is naturally given to their commercial manufacture and uses.

GEOGRAPHY, GEOLOGY, MINERALOGY, AND ASTRONOMY.

Geography has risen in recent years to a prominent place among the sciences and to a high place among subjects in school courses. Its educational value has only begun to be appreciated and its important relation to all branches of study recognized.

In this department of the work of the Normal School are embraced all subjects which relate directly to the study of the earth. The central subject through all the courses is geography in the modern sense. Geology, mineralogy, and astronomy are studied as related subjects.

In the elementary course, during ten weeks of the second term, a rapid survey is taken of the more obvious and familiar features of the earth and its life. Some attention is given to representing these features in plastic material, by drawing, and by maps. An elementary knowledge of the races of mankind is obtained, of their mode of life, and means of subsistence.

In the last term of twenty weeks in the elementary course the student is prepared by the discipline and light gained from other studies to grasp the significance of geographical facts, to study their causes and effects, and to acquire a teacher's understanding of geography and its relation to cognate subjects.

The earth is studied in its relation to the heavenly bodies. Attention is given to the earth's three envelopes, air, water, and land, and their independent and interdependent motions Vulcanism, diastrophism, and gradation are studied, and the influence of land forms and surface characters on settlement, occupations, and lines of communication. Organic life and its laws of natural distribution and of its artificial exchange are considered.

Studies in ethnology are facilitated by means of government reports, other descriptive and scientific literature, and by a growing collection of specimens and pictures. Each student makes a study in detail of a continent, country, city, or product. The earth is studied as the home of mankind.

Specific instruction in methods of teaching claims the chief part of the time during one quarter. Apparatus and its use are considered, also books for professional and general reading, and for reference.

Prospective teachers learn how to lead children to acquire ideas by direct observation of visible features and conditions, knowing that on these ideas must depend those of distant forms and their relations. They make use of collected

illustrations, of knowledge and information, and of the best prose and poetry in leading the child-mind from the seen to the unseen by means of imagination.

In the practice schools they lead the children to the expression of their ideas by means of modelling, by drawing, and by oral and written descriptions. They help pupils to form the reading habit by selecting for their use the best description of things in which they have become interested.

Astronomy, geology, and mineralogy are studied in the Senior year, when strong work is to be expected of the students.

Astronomy.—The work begins with a study of the skies by observation and with the aid of star maps, globe, and lantern. After some acquaintance has been made with stellar regions, the solar system is studied as carefully as time and means will allow.

Mineralogy.—The laboratory work consists in determining fifty common minerals by means of physical properties, blowpipe analysis, and chemical tests. The class work consists largely of teaching exercises in which lessons adapted to the lower grades are presented.

Geology.—Geological agencies now in progress are first observed; the forces producing these changes and the laws of their operation are considered; then the successive formations with their characteristic fossils are studied, and the structure and development of the earth and its adaptation to life made out.

BIOLOGY.

Botany and zoölogy are taken up at the beginning of the elementary course as suitable subjects for awakening the scientific spirit and for training in the objective method of study.

The work begins with the collection and examination of specimens, and with observation upon plants and animals in their native homes. The student learns how to study, how to describe, how to classify, and how to determine the names of plants and some animals, and begins to make collections. This first year's work is designed to introduce the student to the earnest study of animate nature, that he may be able to pursue it independently and with interest through the course, as time and opportunity permit.

In the third year of the course the study of zoölogy is resumed for the purpose of making such an acquaintance with common forms of animal life as will prepare the student to take up intelligently methods of nature study in elementary schools.

In the advanced course biology is studied through the year as follows:

Junior B. Course.—Vertebrates and Man—Anatomy and Physiology.

I. The lower vertebrates.
   1. Some common fish studied as type.
   2. Brief comparative study and classification of representative species.

II. The Amphibia and the Reptilia.
   1. The frog — habitat, habits, anatomy, physiology, histology, and development.
   2. Brief comparative study of the two classes by examination of a few representative species as—newt, lizard, turtle, alligator.

III. Birds: 1. External Anatomy. 2. Description of common species.

IV. Mammalia—The Cat and Man.
   1. Comparative view of the class by description of species.
   2. Anatomy of the cat. Dissection.
   3. General Anatomy of Mammals.
   4. Histology. A brief study of animal tissue.
   5. The Physiology of the Motor Mechanism.
   6. The Sensory Mechanism and the Special Senses.

Junior A. Course.—Physiology of the Nutritive Processes—Hygiene and Sanitation.

I. The Blood and Lymph. The Circulation.

II. Excretion.

III. Respiration. Purity of the atmosphere.

IV. Food. Digestion. Selection, Nutritive qualities, Purity, Preparation.

PSYCHOLOGY AND PEDAGOGY.

ELEMENTARY COURSE.

During the first year a series of weekly lessons has been given on methods of study. The objects sought are to guide the students in forming right views about learning and teaching, and to enlist their interest in the study of education.

In the third year of this course an introductory course in psychology and pedagogy is given.

ADVANCED NORMAL TRAINING COURSE.

Junior B. Class, Introductory Course.—It is the purpose of this course to get the subject of the education of children clearly before the student's mind and a deep interest aroused. The term's work may be indicated as follows:

I. A discussion of the nature, ends and means of education.

II. A brief study of self by introspection and discussion, with simple experiments and the reading of suitable psychological literature.

III. A study of schools. Stated visits to schools of observation and occasional visits to other schools, with reports and discussions, lead to

IV. An introduction to the study of children, to be continued through the course.

V. An introductory study of teaching based upon weekly observation, with discussion and reading of literature upon method. During this time the class studies also methods of instruction in nature study, reading, language, and geography.

Junior A. Class.—Psychology, experimental and psychological.

The purpose of the course in psychology is to establish right habits of thought in the pupils, and to give them such a knowledge of the subject as will be of practical use in the profession of teaching. With a view to securing the first of these results the various topics are presented experimentally wherever practicable. The scope of the work is indicated by the following topics:

I. *Neurology.*—Nerve elements, their growth and development. Embryonic development of the nervous system. Anatomy and physiology of the nervous system. Nutrition, exercise, fatigue, and rest as related to growth and development.

II. *Physiological Psychology.*—Physical, physiological, and psychic processes. Relation of mind and brain. Functions of various parts of the nervous system. Localization of brain function.

III. *Experimental Psychology.*—Senses. Attention. Association. Memory. Re-action time. Fatigue. Motor ability. Changes in circulation and respiration due to mental activity.

IV. *General Psychology.*—Sensation. Perception. Apperception. Idea. Concept. Judgment. Reason. Emation. Will.

Senior B. Class.—Pedagogy. Advanced Course.

A. Principles of Instruction.

I. The aims of instruction and training.

II. The Elementary Course.—The value of subjects, correlation and arrangement of subjects.

III. General Method. A brief study of the laws of thought. Logic applied to learning and teaching.

B. School Administration.

I. Organization.

II. Management.

III. Government. Principles of ethics. Moral training and culture.

Senior A. Class.—History of Education.

TRAINING IN TEACHING.

The School of Observation and Introductory Practice, which has been conducted in the building at the corner of Benefit and Halsey streets, will next year be accommodated in the new building. The school has consisted of a kindergarten, and a room with a regular teacher for each grade from the first through the sixth year. In connection with the introductory course in pedagogy the students of the Junior class have visited and studied systematically each room, making oral and written reports. These reports have furnished concrete material for the discussion, and a basis for the study of instruction, management and government.

The schools for practice are established at present in Providence at Benefit street, in Pawtucket at Cherry street, in Cranston at Eden Park, and in Central Falls at Central street. Each of these schools, except the last, consists of two rooms under the supervision of a training teacher who directs the work and is responsible for the results. The teaching is done by members of the Senior class. During the last term and after completing the advanced course in pedagogy and psychology and in methods of instruction each senior has charge of a room as teacher for half a term, under the direction and criticism of the training teacher.

PHYSICAL TRAINING.

Physical education is held to be the basis for all sound education. As full provision is made for this part of the proper work of the school as present accommodations allow.

Instruction in hygiene is provided for in the courses, and the physiological habits of students have personal attention from the teachers. It is expected of all students that they comply with the conditions of health in the matters of dress, outdoor exercise, sleep, cleanliness, food, etc., as faithfully as they are expected to perform all other duties. Light gymnastics, either by the Ling system or with dumb bells, constitute regular daily exercise for all students.

MORAL CULTURE.

In a normal school it is imperative that a high standard of morals be maintained. Excellent order must prevail; polite behavior, correct habits, and an upright course must characterize every one holding membership in a school of this kind. But the exercise of authority in the form of discipline ought never to be necessary. Conspicuous lack of will or of ability to exercise self-control and to regulate conduct by the dictates of duty and propriety is considered plain evidence of unfitness for the vocation of teaching.

Abundant occasions arise in the progress of school life for the testing of moral character and the exercising of the virtues which are indispensable to the teacher. The cultivation of such qualities as industry, patience, generosity, self-denial, and earnestness is as positively expected of the normal student as the cultivation of the intellectual powers. The intercourse between students and between teachers and students, if it is characterized by freedom and frankness, by sympathy and mutual helpfulness, becomes a powerful influence in the growth of moral character. It is here assumed that the best type of moral character is essential in the true teacher.

LITERARY SOCIETIES.

Two literary societies are sustained by the students, the S. I. D. Q. Literary Society, and the Elizabeth Barrett Browning Club. They hold regular business meetings, and once a month present before the school a literary program. All other work being suspended during the time of the meeting, the attention of both teachers and students is given to its proceedings. These societies are agencies of value in acquainting the members with parliamentary usages and in developing self-reliance and an ambition for literary attainments.

THE NORMAL STUDENT.

The literary societies publish jointly The Normal Student, a quarterly periodical.

LECTURE COURSE.

A course of lectures on topics appropriate to the school is provided each term. They are given on Saturdays, and are announced through the columns of the daily papers; all teachers and others who may be interested are invited.

The lecture course for this year has been as follows: October 9, Mr. William Pendel of Washington, D. C., a description of his life at the White House; October 12, Dr. Thomas J. Morgan, a few inspiring words; December 18,

Rev. E. C. Bass, D. D., Providence, "Dorothea Dix;" January 15, Rev. E. C. Moore, Ph. D., Closing Address; February 12, Mr. George A. Littlefield, "Abraham Lincoln;" February 19, Mrs. Ellen Richardson of Boston, "Washington Memorial Association;" March 19, Mr. A. E. Winship, "Hypnotism in Education;" March 26, Mr. Charles E. Carpenter, "Old Providence;" March 31, Miss Marie R. Hofer, Chicago, "Kindergarten Songs;" May 3, Superintendent Thomas M. Balliet of Springfield, Mass., "Some Phases of Modern Education;" May 21, Mr. Emory P. Russell, "The Power of the Voice;" May 31, Rev. J. H. Larry, Memorial Address.

Visitors both to the normal and to the training department have been frequent. Among those who have looked into the school with a view to studying its equipment and methods of work during the year have been Principal Beckwith of Salem, and two of the teachers of that school, Principal Lyte of the First Pennsylvania Normal School, Principal Thompson, with two of his teachers, from Fitchburg Normal School, Superintendent Balliet of Springfield, Dr. Herman T. Lukens, and Mr. G. W. Chambers of Clark University.

Location, Equipment, and Terms of Admission.

The new building which will be occupied at the beginning of the next school year, September 12th, 1898, is located on Capitol Hill, near the new State House, and is readily accessible by rail, and from all parts of the city by electric cars. The building in its plan and equipment is believed to be as complete and as well adapted to the work of a normal school as any that exists.

TUITION.

Tuition is free to all who on admission sign the following agreement:

"I hereby agree, if admitted to the State Normal School, to teach in the public schools of Rhode Island, at least one year, after having attended the school, or within three years after leaving the school, to pay tuition at the rate of $30 per annum, unless excused by the Board of Trustees."

TEXT BOOKS.

Text books and books of reference are furnished by the school for the use of the students.

MILEAGE.

In order to equalize the advantages of the school as nearly as possible, a mileage appropriation of two thousand dollars is distributed among those students who reside in the state at a distance of five miles or more from the school. Pupils boarding in Providence will be entitled to the same mileage as if they lived at home. The aid furnished to any one pupil cannot exceed forty dollars per year.

BOARD.

The school has no boarding-hall connected with it, but those who desire to board in the city will be aided in securing accommodations. Board usually costs from $3.50 to $5.00 per week. Students should consult the principal before engaging board, as they will be permitted to board only in places approved by him.

ADMISSION.

1. *Age.*—Candidates for admission to the Normal School, if young women, must have attained the age of sixteen ; if young men, the age of seventeen.

2. *Moral Character.*—A written testimonial of moral character is required of all who are admitted.

3. *Health.*—Candidates must be in good health and free from any physical defect that would unfit them for service as teachers. A physician's certificate may be submitted as evidence of physical soundness. A physical examination will be given those who do not bring such certificate.

4. *Scholarship.*—a. The diploma conferred by a high school or college, approved by the Board of Trustees, is sufficient evidence of scholarship. Candidates who present such diplomas on or before the opening day of any term will be admitted without examination. They will be classified, however, upon evidence of their ability as shown by the examinations indicated on page 22.

b. Candidates who are not graduates of accredited high schools or colleges will be examined in reading, English grammar and composition, including spelling and penmanship, United States history, arithmetic, and geography. This examination is given on the second Monday of September.

Those who are admitted are classified according to their attainments, and those desiring to take advanced standing should bring evidence of their advanced scholarship, though an examination may be required in any case where a student desires to pass over a subject.

5. Application should be made in person or by letter, before the opening of the term, to the principal at the Normal School, or to the Commissioner of Public Schools at No. 104 North Main street, Providence. Those applying by letter should give :

a. The name in full.

b. The post office address.

c. Age.

d. Place of previous education.

e. Number of terms taught, if any.

EMPLOYMENT.

Graduates of the school easily find employment. The demand for normal graduates is increasing everywhere faster than the supply. During the past three years many calls have come to this school for teachers, graduates of the

school being usually sought, and most of the time not a graduate has been available. Not infrequently the inquiry was for a teacher who could be strongly recommended for an important position.

There is abundant encouragement for young men and young women of talent to fit themselves by professional study for careers of usefulness in the educational field.

TO SCHOOL OFFICERS.

Superintendents and members of school committees are especially invited to visit the Normal School and communicate with the principal with reference to candidates for positions, and with reference to suitable candidates for admission to the Normal School. They are also requested to make known to young people who possess ability and adaptation to the work of teaching the advantage of the course of education and training which is open to them at the Normal School.

ALUMNI ASSOCIATION.

The annual meeting of the Association of the Alumni is held in Normal Hall on Friday evening of the week of the meeting of the Rhode Island Institute of Instruction.

The officers for 1897 and 1898 are as follows:

President,

EUDORA E. JOSLIN, '84 ..... 430 Pine St., Providence.

Vice-President,

CAROLINE W. SLADE, '94. ..... Dighton, Mass.

Secretary and Treasurer,

JENNIE L. ELLIS..... 140 Broad St., Pawtucket.

Treasurer of Alumni Fund,

M. LILA HURLEY, '90 ..... 36 E. George St., Providence.

It will be esteemed a favor if each graduate will send to the school the new address, in case of a change in residence.

RHODE ISLAND NORMAL SCHOOL CATALOGUE 1899

THE
JOHN CRE
LIBRARY

RHODE ISLAND NORMAL SCHOOL.

Catalogue and Circular

OF THE

Rhode Island Normal School

AT

PROVIDENCE.

1899

Providence
Press of E. L. Freeman & Sons
1899

1899.

JULY.

S.	M.	T.	W.	T.	F.	S.
...	..	...	...	...	...	1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
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23	24	25	26	27	28	29
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AUGUST.

S.	M.	T.	W.	T.	F.	S.
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SEPTEMBER.

S.	M.	T.	W.	T.	F.	S.
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OCTOBER.

S	M .	T.	W.	T.	F.	S.
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NOVEMBER.

S.	M.	T.	W.	T.	F.	S.
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DECEMBER.

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1900.

JANUARY.

S.	M.	T.	W.	T.	F.	S.
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FEBRUARY.

S.	M.	T.	W.	T.	F.	S.
....	.....	.....	....	1	2	3
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MARCH.

S.	M.	T.	W.	T.	F.	S.
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APRIL.

S.	M.	T.	W.	T.	F.	S.
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MAY.

S.	M.	T.	W.	T.	F.	S.
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JUNE.

S.	M.	T.	W.	T.	F.	S.
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Days on which school is in session are indicated by full face type.

Calendar for 1899-1900.

Fall and Winter Term.

1899.

Examination for Admission.....*Saturday, September 9.*
Opening of Term.....*Tuesday, September 12.*
Thanksgiving Recess, Two Days...*November 30–Dec. 1.*
Christmas Recess, One Week.....*December 23–30.*

1900.

Public Examination Closing the Term..*Friday, Jan. 26.*

Spring and Summer Term.

Opening of Term.....*Monday, February 5.*
Washington's Birthday.....*Thursday, February 22.*
Spring Recess, One Week.....*April 14–21.*
Arbor Day.....*May 11.*
Memorial Day.....*May 30.*
Public Examination.....*Thursday, June 28.*
Graduating Exercises.....*Friday, June 29.*

By the act of the General Assembly, passed March 14, 1871, the Rhode Island Normal School was placed "under the management of the State Board of Education and the Commissioner of Public Schools as a Board of Trustees."

THE
JOHN CRERAR
LIBRARY

THE TRUSTEES' ROOM.

Board of Trustees.

HIS EXCELLENCY THE GOVERNOR,

ELISHA DYER.

HIS HONOR THE LIEUTENANT-GOVERNOR,

WILLIAM GREGORY.

JOHN E. KENDRICK ..... Providence.
SAMUEL W. K. ALLEN ..... East Greenwich.
FRANK E. THOMPSON ..... Newport.
FRANK HILL ..... Ashaway.
GEORGE T. BAKER ..... Barrington.
Rev. CHARLES J. WHITE ..... Woonsocket.

THOMAS B. STOCKWELL,

Commissioner of Public Schools and Secretary of Board of Trustees.

Board of Examiners.

Prof. HAMMOND LAMONT ..... Providence.
Mrs. SUSAN A. BALLOU ..... Woonsocket.
Rev. GEORGE W. CUTTER ..... Newport.
Miss LILLIAN A. BUDLONG. ..... Ashaway.
GEORGE L. SMITH ..... Nayatt.
Mrs. MARJORIE G. EASTMAN ..... East Greenwich.

Board of Instruction.

1898–1899.

NORMAL.

FRED GOWING, PH. D., Principal, 433 Broadway.
Pedagogy.

ALEXANDER BEVAN, A. M.....131 East Avenue,
Physics, Chemistry, Arithmetic.

SARAH MARBLE, ...Woonsocket,
Literature, Rhetoric, Methods in Reading, Mineralogy.

CHARLOTTE E. DEMING.....190 Meeting Street,
Geography, Methods in Geography, Geology, Astronomy.

BERTHA BASS, A. M.....11 Greene Street,
History, Civics.

EMMA E. BROWN, A. M.....50 Waterman Street,
Geometry, Algebra, German, Penmanship.

MABEL C. BRAGG.....Bristol,
Reading English Language.

CORA GREENWOOD.....27 Park Street,
Drawing.

HATTIE E. HUNT, PD. D.....53 Waterman Street,
Psychology and Method.

MARY C. DICKERSON, B. S.....3 Angell Place,
Botany, Zoology, Physiology.

EMORY P. RUSSELL.....105 Daboll Street,
Music.

EMMA L. BAKER..... ..Barrington,
Sewing and Cooking.

MABEL BROWN ..... 1533 Chalkstone Avenue,
Latin, Arithmetic.

JOHN E. DOLDT ..... 11 Plenty Street,
Gymnastics.

KINDERGARTEN.

KATHERINE H. CLARK, Principal ..... 261 Benefit Street.
ELIZABETH C. BAKER ..... 48 Barnes Street.
ANNE T. VERNON ..... 199 Williams Street.

GRAMMAR.

CLARA E. CRAIG, Supervisor ..... 69 Carpenter Street,
EMILY J. ROTHWELL ..... 30 Tobey Street,
Grade Nine.

MARY L. BROWN ..... 10 Beacon Avenue,
Grade Eight.

MARY MCARDLE ..... 506 Washington Street,
Grade Seven.

JENNIE E. AULL ..... 149 Wesleyan Avenue,
Grade Six.

PRIMARY.

PHEBE E. WILBUR, Supervisor ..... 21 Somerset Street,
BELLE O. BONNEVILLE ..... 4 Claremont Avenue,
Grade Five.

E. GERTRUDE LANPHEAR ..... 3 Angell Place,
Grades Four and Three.

MARY H. GAYNOR ..... 117 Niagara Street,
Grades Three and Two.

ALICE W. CASE ..... 101 Somerset Street,
Grade One.

CRITICS.

Mary E. Bosworth, Eden Park .....3 Angell Place.
Myra A. Bumstead, Cherry St..80 Summit St., Pawtucket.
Clara M. Wheeler, Smith St., Providence..3 Angell Place.

Walter A. Young, Ph. B., Registrar....69 Barnes Street.
Elizabeth A. MacWhinnie, Stenographer,
Hebronville, Mass.
Edna L. Sperry, Pianist.....175 Broadway.
Emma J. Williams, Pianist.....22 Arch Street.

Horace E. Chadwick, Engineer .....31 Francis Street.
Thomas A. Harvey, Fireman .....1 Tower Street.
Frank A. Evans, Watchman.....3 Amdom Street.
Philip W. Slocum, Janitor.....433 Benefit Street.
James M. Griffin, " .....46 Brattle Street.
Harry M. Hickey, " .....2 Newton Court.
John B. Hickey, " .....2 Newton Court.
Herbert O. Thayer, " .....18 Pekin Street.
Joseph Meehan, " .....349 Orms Street.
Michael D. Scanlon, " .....65 Pond Street.

THE
JOHN CRERAR
LIBRARY

THE NORMAL STUDENTS.

Students.

Senior Class A.

Completed Course January 27, 1899.

Name.	P. O. Address.
Conway, Mary Katharine	53 N. Main St. Woonsocket.
Cowen, Henrietta Nowell	Little Compton.
Craig, Mary Murdock	Riverpoint.
Demers, Clara Loretta	97 Cole Street, Central Falls.
Demers, Mary Agnes	97 Cole Street, Central Falls.
Doyle, Sarah Ann	32 Central Street, Central Falls.
Farnes, Mary Elizabeth	57 Benefit Street, Darlington.
Hall, Alice Maria	North Attleboro, Mass.
Hicks, Bertha Stanley	Bristol Ferry.
Hokanson, Emma Alida	Rumford.
Kee, Sarah Jane	Warren
Macdonald, Estella Christina	Shubenacadie, N. S.
Smith, Annie Melissa	Enfield.
Whipple, Carrie Mabel	Natick.
Woodward, Annie Louise	Norton Furnace, Mass.

City Class A.

Completed Course January 27, 1899.

Chapin, Mary Louise	6 Providence Street.
Cole, Helen Josephine	81 Potter's Avenue.
Cosgrove, Francesca de Sayles	258 Doyle Avenue.
Donnelly, Annie Elizabeth	888 Eddy Street.

NAME.	P. O. ADDRESS.
Dix, Jane Sarah	18 Orchard Street.
Fanning, Susan Gertrude	1763 Westminster Street.
Hitchcock, Ethel Louise	253 Federal Street.
Hollen, Marie Celestial	40 Constitution Street.
Houghton, Mary Elizabeth	49 Sexton Street.
Kelleher, Grace Edith	4 Cypress Street.
Kelley, Margaret Clare	33 Benefit Street.
Lyman, Emily Hastings	137 Congress Avenue.
Lyon, Bessie Cornelia	180 Chestnut Street.
Mykins, Jennie Brennan	44 Dartmouth Avenue.
O'Toole, Annie Johnson	60 Harold Street.
Padien, Susan Ann	145 Julian Street.
Parker, Harriet	25 Mowry Street.
Peirce, Clara Imogene	27 Hammond Street.
Peirce, Kittie Louise	132 Oxford Street.
Rose, Maud Bernice	Arlington.
Stafford, Elizabeth Rhodes	2 Humboldt Avenue.
Walsh, Katharine Clotilde	293 Prairie Avenue.
Willard, Laura Adelaide	70 Kenyon Avenue.

Senior A Class.

Bates, Edith Ellen	Scituate.
Brownell, Charlotte Dickenson	Little Compton.
Burr, Marguerita Vernon	Richmond St., Woonsocket.
Campbell, Mary Agnes	Lonsdale.
Carpenter, Emma Jane	East Providence Centre.
Cochrane, Antonia Maude	216 Somerset Ave., Taunton, Mass.
Conley, Katharine Irene	236 N. Main St., Woonsocket.
Gallagher, Eliza Agnes	799 N. Main St., Pawtucket.
Garland, Ann Jane	55 Clifford Street, Pawtucket.
Grimshaw, Edyth May	Dexter Street, Woonsocket.
Hicks, Carrie Louisa	86 Cole Street, Pawtucket.

Name.	P. O. Address.
Holt, Elizabeth Davy	Pawtucket.
Jackson, Jeanette May	25 Nickerson Street, Pawtucket.
Lightbown, Mary Veronica	Lonsdale.
Maher, Lillie Agnes	32 Oliver Street, Johnston.
McVeigh, Margaret Mary	Main Street, Lonsdale.
Meagher, Ellen Cecelia	205 East Avenue, Pawtucket.
Morpeth, Rachel May	62 Carpenter Street, Pawtucket.
Powers, Margaret Helen	Central Falls.
Prentiss, Mary Alice	North Weymouth, Mass.
Reed, Ethel Louise	Taunton, Mass.
Sherman, Jessie	West Mansfield, Mass.
Smith, Lillian Etta	5 Western Street, Woonsocket.
Spaulding, Alice Follet	156 Cross Street, Central Falls.
Williams, Florence Ethlyn	Auburn.

Senior Class B.

Brayton, Amelia Louisa	Moosup Valley.
Corrigan, Louise Jane	Attleboro Falls, Mass.
Hamerton, Sarah Isabel	527 Maple Street, Fall River, Mass.
Kibbee, Ruth Wood	Valley Falls.
McGann, Mary Etta	Bristol.
Mitchell, Bernice Pearl	64 Keene Street.
Viall, Maud Adalene	Auburn.
Taylor, Barbara Christia,	21 W. Narragansett Avenue, Newport.

Junior A Class.

*Brayton, Mary Alice	Greenville.
Carroll, Catherine Camillius	Phenix.

*Withdrawn from school during the past year.

Name.	P. O. Address.
Corrigan, Alice Theresa	305 Somerset Ave., Taunton, Mass.
Day, Agnes Regina	Westerly.
Latham, Anna Mabel	Hope.
Mattison, Abbie Adelia	Armington Street, Edgewood.
McGuigan, Marjory Cecilia	Auburn.
Monahan, Delia Lorette	East Providence.
Nichols, Ellen Maud	Natick.
Phillips, Jennie Mabel	Swansea Centre, Mass.
Sweet, Florence Sophia	Phenix.
Wesley, Alelia Ethel	98 Meeting Street.

Junior B Class.

Angell, Ethel Maud	Mansfield, Mass.
Babcock, Clara Elizabeth	Westerly.
*Belcher, Julia Fisher	Lakewood.
Brannon, Catherine Lucina	79 Eagle Street.
Breitschmidt, Ida Louisa	202 Smith Street.
Coughlin, Mary Eva	Manton.
Crumb, Virginia Morgan	Riverside.
Cutler, Mattie Frances Gordon	1108 Westminster Street.
Dresser, Maud Eloise	9 Hamilton Street.
Essex, Hattie May	East Greenwich.
Field, Alma Clara	213 Oxford Street.
Ford, Alma Nichols	Johnston.
Geisel, Julia	152 Montgomery Avenue.
Grant, Pearle	115 Camp Street.
Greene, Gertrude Frances	70 Chapel Street, Saylesville.
Hixson, Grace Eleanor	Sharon, Mass.
Holmes, Emma Frank	Attleboro Falls, Mass.
*Hunt, Carrie Lavinia	East Greenwich.

* Withdrawn from school during the past year.

Name.	P. O. Address.
Knoop, Ella Sophie	86 Holden Street.
Laney, Annie Lauretta	25 Lena Street.
Moore, Zilla Clark	72 Jefferson Street.
Perry, Anna Augusta	Auburn.
Riely, Julia Agnes	Attleboro Falls, Mass.
Sanborn, Lucy Foster	East Machias, Me.
*Spink, Myra Bertine	Wickford.
Stone, Mabelle Frances	Mansfield, Mass.
Sweeney, Anna Gertrude	Attleboro, Mass.
Thornton, Florence Isabel	Providence.
Wicklund, Irene Elizabeth	15 Grove Avenue, Westerly.
*Young, Alice Lavinia	Moosup Valley.

City A Class.

Arnold, Lena May	392 Knight Street.
Bragg, Mabel Alice	67 Goddard Street.
Chace, Lizzie Ella	59 Jefferson Street.
Conlon, Annie Frances,	18 Marrin Street, Pawtucket.
Cooney, Madeleine Eucheria	115 Ring Street.
Curren, Mary Frances	107 Jackson Avenue.
Currier, Mary Lena	12 Howard Avenue, Pawtucket.
Dailey, Winifred Ann	121 Willard Avenue.
Delaney, Cora Adelaide	34 Elbow Street.
Doughtery, Mary Ann Genevieve	66 Bates Street.
Dunne, Elizabeth Theresa	466 Branch Avenue.
Hazard, Alice Maude	160 Wendell Street.
Hughes, Grace Marie Zita	438 East Avenue, Pawtucket.
Hurley, Helen Josephine	36 East George Street.
Lennon, Esther Veronica	96 Pond Street, Pawtucket.
Lyon, Ella Gertrude	180 Chestnut Street.

* Withdrawn from school during the past year.

Name.	P. O. Address.
Mann, Henrietta Clara	162 Doyle Avenue.
McCabe, Rosella Alice	11 Howard Street.
McKenna, Mary Loretta	36 Cypress Street.
Millspaugh, Maud Abbott	172 Williams Street.
Munnegle, Lillian Gertrude	19 Livingstone Street.
Murphy, Mary Louise	33 Clyde Street, Pawtucket.
Neal, Grace Mary	151 Hawkins Street.
Peirce, Elizabeth Hathaway	27 Hammond Street.
Shea, Margaret Mary	38 Cargill Street.
Sullivan, Helen Esther	60 Glenham Street.
Tracy, Elizabeth Joy	126 Sycamore Street.
Turbitt, Katherine	41 Kossuth Street.

City Class B.

Almy, Helen Marion	22 Warren Street.
Bladwin, Irene Pierce	61 Whitmars Street.
Costello, Margaret Loretto	67 Egan Street.
D'Arcy, Margaret Mary	81 Colfax Street.
Emmons, Annie Frances	Hope.
Froberg, Ellen Petronella	509 Morris Avenue.
Gannon, Lucy Etta	649 Harris Avenue.
Huntsman, Helen Howard	367 Angell Street.
Killoran, Ellen Louise	62 Pekin Street.
Manchester, Emma Frances	33 Marshall Street.
O'Connor, Mary Josephine	115 Knowles Street.
Prendergast, Margaret Butler	263 Charles Street.
Sayer, Inez Vernon	988 Smith Street.
Seton, Mary Helen	1179 Elmwood Avenue.
*Shanley, Mary Ursula	81 Putnam Street.
Williams, Mabel Eugenia	60 Providence Street.

* Withdrawn from school during the past year.

Sub-Junior Class.

Name.	P. O. Address.
Biddles, Marion Ethel	Potter Hill.
Brug, Eden Minetta	Norfolk, Mass.
*Brayton, Bertha May	Fiskeville.
Capron, Nellie Mason	North Attleboro, Mass.
Cargill, Julia Evelyn	North Attleboro, Mass.
Cronin, Margaret Regina	Goldsmith Avenue.
Cronin, Mary Augusta	East Providence.
Gorman, Mary Theresa	Berkeley.
Haven, Julia Smith	Cranston.
Healey, Nellie Theresa	Cobb Street, East Providence.
*Hines, Helen Frances	Oaklawn.
*James, Sarah Lila	Kenyon.
*Mathewson, Mary Sweet	Manton.
McCarthy, Clara Veronica	100 Lockwood Street.
McDermott, Mary Ellen	943 S. Main St., Fall River, Mass.
McDonough, Faith Veronica	22 Lucretia St., Olneyville.
Myrick, Frances Velina	Sharon, Mass.
*Orswell, Emeline Amy	28 Mt. Vernon Street.
*Peirce, Lydia May	Wickford.
Rathbun, Jennie Florence	Fiskeville.
Reilly, Elizabeth Ann	Blackstone, Mass.
*Roberts, Martha Jane	Meshanticut.
Roche, Honora Monica	Fall River, Mass.
Rothemich, Caroline Josephine	51 Josephine Street.
Rowan, Carolyn Elinus	90 Summer St., Central Falls.
*Shea, Mary Ulrica	Ashton.
*Skiff, Cora Margaret	90 Hanover Street.
Smith, Alta Jane	Wrentham, Mass.
Spaulding, Grace Mabel	104 America Street.
Stratton, Mabel Mary	284 Atwell's Avenue.

*Withdrawn from school during the past year.

Name.	P. O. Address.
Sullivan, Sarah Agnes	Fall River, Mass.
Warren, Ada Louise	Plainville, Mass.

Term Two Class.

Arnold, Eva Elmira	Harrisville.
Carroll, Elizabeth Veronica	Phenix.
*Cole, Agatha May	Cranston.
Donovan, Mary Ann	Anthony.
Harris, Mary Evelyn	Centredale.
Hebert, Louisa Desneiges	Arctic Centre.
Hokanson, Edith Josephine	Rumford.
Latham, Edna Winifred	Manchester, Conn.
*Lanphear, Sylvia Waive	Rockville.
Lillibridge, Hattie Marion	Seekonk, Mass.
*Martin, Margaretta	Natick.
McKenna, Theresa Veronica	Clyde.
Mowry, Alice	North Smithfield.
*Tinkham, Laura Mae	50 Heath Street.
White, Grace Williams	Little Compton.

Sixth Term Class.

Buffington, Ethel Lyndon	Quidnick.
*Chace, Ethel Maud	Hortonville, Mass.
*De Blois, Mary Elizabeth	Warwick.
Gillies, Anita Gregory	Riverpoint.
*Greene, Mabel Gertrude	Riverpoint.
Griffin, Loretto Mabel	East Greenwich.
Hopkins, Bertha Ethel	North Scituate.

* Withdrawn from school during the past year.

Name.	P. O. Address.
McGuire, Agnes Marie	Riverpoint.
Moriarty, Catherine Frances,	29 Oak Hill Avenue., Pawtucket.
Phillips, Josephine Victoria	North Scituate.
Reilly, Margaret Mary	Pascoag.
Whitford, Kate Greene	Perryville.

Fourth Term Class.

*Anderson, Frank Williams	Cranston.
Chollar, Theo Blanche	Norwood.
Farrow, Alice May	North Scituate.
Hanley, Catherine Ellen	Pascoag.
Horrigan, Josephine Olive	942 Manton Avenue.
*Little, Mabel Lucy	120 Park Avenue, Woonsocket.
*Seamans, Edna Pray	Quidnick.
Steere, Smith Oliver	Chepachet.
Walker, Mary Edith	Rumford.
Warner, Ruth Arrena	Bridgeton.

Kindergarten Training Class.

Bishop, Marguerite Louise	83 Vernon Street.
Brennan, Mollie	78 Congdon Street.
Clark, Mattie Mariette	10 Wood Street.
Cooney, Annie Frances	105 Davis Street.
Doane, Bertha Imogene	Riverside.
Garvin, Norma	Lonsdale.
*Kelly, Genevieve Agnes	14 Mulberry Street.
Rickard, Mary Durfee	Park Avenue, Auburn.

*Withdrawn from school during the past year.

Name.	P. O. Address.
Sabre, Beatrice Whiting	79 Camp Street.
Smith, Helen Christina	21 Park Place, Pawtucket.
Stewart, Mary Esther	27 Division Street, Newport.
Swan, Fannie Wheaton	277 Friendship Street.
Walker, Maud Elsie	75 Vinton Street.
Wicklund, Julia Christina	15 Grove Avenue, Westerly.
Woodward, Minnie Sumner	911 Broad Street.

Special Students.

*Benson, Mary Abbie	123 Chester Avenue.
Blinn, Lillian May	34 Purchase Street, Taunton, Mass.
*Grigor, Edith Marian	North Attleboro, Mass.
Peavey, Gertrude May	Ft. Fairfield, Me.
*Sainsbury, Melissa	55 Woodward Road.
*Yeaw, Ethel Hunt	Cranston.

Summary.

Senior Class A completed course January 27, 1899	15
City " " " " " " "	23
Senior Class A	25
Senior Class B	8
Junior Class A	12
Junior Class B	30
City Class A	28
City Class B	16
Sub-Junior Class	32
Sixth Term Class	12
Fourth Term Class	10

*Withdrawn from school during the past year.

Second Term Class	15
Kindergarten Training Class	15
Special Students	6
Total	247
Withdrawn from school during the past year	28

Architects' Description of the Building.

THE Rhode Island Normal School, the largest school building in the State, and one of the largest in the country, stands upon the most elevated portion of a tract of nearly six and one-half acres of land, surrounded by five streets, in the heart of the city of Providence, R. I. From its commanding position the building overlooks the greater portion of the city to the east and south.

The Normal School is adjacent to the State Capitol, now in process of erection, and the beautiful lawns and grounds of the two buildings, separated only by a street, will have the appearance of a public park, attracting the attention of persons arriving at the Union Station, which is situated within a few minutes' walk of the school.

The building was studied and placed, with reference to the capitol, so that the effect of the ground and the surroundings would be as pleasing as possible.

Ground was broken for the construction of the new Rhode Island Normal School building on the 14th day of May in the year 1895, and the structure was entirely completed and occupied on the beginning of the school year, September 12th, 1898. The contracts for the construction stipulated that the building should be completed in about two years, but various delays occurred postponing the date of completion.

The conditions governing the Rhode Island Normal School differed from those obtaining in other and larger states; the

State being small, but one building is required; and necessarily such a building must be of large size to accommodate the various departments and branches, and the trustees wisely decided to build in excess of present needs, allowing for future growth, a requirement to which but little attention is given in the construction of the majority of school buildings.

The exterior of the building is simple in design, renaissance in character, the usual severity of school-house facades being relieved in this instance by a grouping of parts that is effective, and by the introduction of delicately modeled architectural detail at the entrances and upon the facade. The central portion of the building, containing as it does the study hall, library, museum, reception rooms, trustees' rooms and offices, is emphasized by slightly more elaborate treatment and by an increased height, while the wings, containing the class rooms and recitation rooms, are less ornate and are balanced against the central motif and joined thereto by the stair hall connections; and all of these interior structural features are expressed as they should be in the exterior treatment.

In front of the building is a wide terrace with massive balustrades, the buttresses of which are surmounted by bronze light standards, and from this terrace wide steps descend to the beautiful grounds.

The grounds have been developed by landscape architects, and trees, shrubbery, and flowers have been planted, giving promise of delightful surroundings when these things obtain a more vigorous growth.

The building is entirely of masonry and steel construction, fireproof within the meaning of the word as applied to modern buildings.

The general contour of the land, there being a difference in grade from front to rear lot of thirty-five and one-half feet, necessitated an expensive foundation, quicksand at several

points added to the difficulties, all of which were overcome and a wall of stone, part retaining wall and part foundation wall, was constructed to the grade line. Portions of this stone wall are twenty feet below the surface of ground as it exists to-day.

From the grade lines the exterior wall surfaces of building are executed in buff brick, and the trimmings and ornamental detail are of terra cotta of a buff color, harmonizing with the wall work.

At the grade level is introduced, all around the building, a granite damp course; and to prevent moisture from penetrating the outside walls are laid up with an air space, and the inside faces of all walls are coursed with hollow brick, making the walls absolutely damp proof. All interior walls and partitions are of solid brickwork.

The floors are framed entirely with steel girders and beams, filled in between with hollow terra cotta floor arches covering the beams at all points and forming level ceilings in rooms below. The tops of arches are leveled up with cinder concrete to receive the floors.

The roofs being nearly flat are framed and fireproofed in similar manner but of lighter construction.

It will be understood from the foregoing that all the walls, partitions, and ceilings are of masonry, and upon these surfaces the interior cement plastering is directly applied, affording a durable wall finish upon a solid groundwork.

Two wide iron stairways, with marble treads and landings, of easy ascent, connect the several floors, while several other similar staircases connect between two floors. Two plunger elevators also communicate with all floors, and in the gymnasium wing a staircase of wooden construction leads to the various floors of that wing.

This wing is constructed on the slow-burning principle, with

hard pine girders and plank floors, without hidden spaces for fires to run.

The interior finish throughout, with the exception of the gymnasium wing, is of antique oak, and all of the fixed furniture, cabinets, etc., are of the same materials. The gymnasium wing is finished throughout in hard pine. Most of the rooms are wainscoted to the blackboard level, and the blackboards are of selected natural slate.

The floors throughout the building, above basement, are of hard pine, laid in narrow widths, stained and finished, with the exception of lavatories, laboratories, and rooms devoted to special uses, where vitreous tile or other floors are required.

The playroom floors in basement are of asphalt concrete, the other basement floors of Portland cement or of hard pine, according to the use of rooms.

The wall surfaces throughout the building are tinted in oil in broad flat colors, with no attempt at elaborate decoration at any point. The colors harmonize pleasantly throughout the building and add not a little to the general effectiveness of the interior treatment.

The system of plumbing throughout the building is adequate and modern in every respect. The lavatories are conveniently located and are well equipped ; the floors in all cases and the wainscoting being of vitreous tile, the slabs and compartment partitions of marble, and all porcelain fixtures of vitreous ware, while all the metal fittings are of the latest pattern and heavily nickel plated. Cold water is supplied to all parts of the building, and hot water to certain rooms and departments requiring it.

At two points in the main corridors on each floor are located marble drinking-water fountains, to which chilled water is circulated through tin-lined pipes from ice coils located in

tanks below the basement floors. The ice is not placed in the water, simply against the circulating coils.

The system of heating and ventilation is well planned and installed, and the results obtained are very satisfactory. A generous quantity of fresh air is constantly entering the various rooms, not less than thirty-five cubic feet per minute per pupil, and the foul air is removed from rooms in like quantities.

Four horizontal tubular boilers generate steam that is circulated through miles of piping in the form of a mammoth steam coil, forming a kind of partition between the cold air and fan rooms in basement. The cold air is taken in through a large wall opening from a court on the north side, and the air is drawn through a filter bag, which removes all dust and other impurities, and passes over the heating coils where it is warmed to about seventy degrees; from the heater it passes to the fan or blower of large capacity, which forces the air to the main horizontal duct traversing the whole length of building between the floor of first story and the ceiling of basement. From this duct the air enters the verticals and passes into all rooms throughout the building, except lavatories, discharging into the rooms through register faces, with diffusers located about eight feet above the floor. Cold air can be forced into rooms in summer by this method if desired.

For use in extremely cold weather, coils of direct radiation are placed on the exposed sides of most of the rooms; these coils are controlled by thermostats in each room, actuating a diaphragm valve attached to each coil, by which the temperature of each room can be accurately regulated to any degree desired. The humidity of the atmosphere throughout the building is also recorded, and arrangements are made so that steam may be mixed with the incoming fresh air when it becomes over-heated or too dry.

LOWER CORRIDOR.

THE
JOHN CRERAR
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Ventilation is accomplished by the vitiated air passing out through register faces in the side walls at floor level, and into vertical flues which rise to a foul air duct located between the ceiling of the upper story and the roof; from this duct the air passes out into space through three large vent openings.

Ventilation by this system is positive, inasmuch as the foul air is driven from the rooms by the current of fresh air entering under fan pressure.

The boilers not only furnish steam for the heating, but for the fan engine, pumps, elevator pumps, and for hot water heating.

The building is wired throughout for electricity, the wires being placed throughout in iron armored conduit, and the system is arranged in circuits so that a portion or all of the building can be controlled from the switch-board, while all the lights in each of the rooms are controlled by one or more switches located in the rooms.

The building is piped throughout for gas lighting.

The gas and electric fixtures are from special designs of old brass, simple and artistic.

Located in the principal's office is the programme clock, controlling the gongs located in the corridors throughout the building; and connected with this clock is a regulator controlling the clocks located in each room throughout the building, ensuring correct time in all rooms.

In this office is also located the city telephone and the switch-board, controlling the system of local telephones connecting with each end of the main corridor on each floor, and with the principal's rooms.

As a safeguard against fire there is located a private fire alarm box in the boiler-room connecting with the city system, and throughout the corridors are placed chemical fire-extinguishers.

Rhode Island Normal School.

PROVIDENCE, R. I.

The Aims of the School and the Scope of its Work.

ITS SPECIFIC PURPOSE.

The school is maintained for the specific purpose of educating and training teachers for the schools of the State.

THE DEMAND FOR PROFESSIONALLY EDUCATED TEACHERS.

The need of educated and trained teachers has come to be felt in most quarters, and the value of adequate special preparation for this important public service is coming to be appreciated. In our own State public sentiment in this regard has advanced substantially within a few years. The demand for graduates of the school is greater than can be met and has been increasing steadily for several years. They are sought for outside of the State as well as within it.

It is a fact not generally appreciated that, while in most callings there is perhaps an excess of capable workers, there is at present lack of qualified teachers for elementary school work. Many positions are held by persons who are not fitted by nature or preparation for such work, because qualified teachers are difficult to find.

The State, therefore, having provided for the education of teachers, seeks to attract into the profession of teaching and into the service of the public schools young men and young women who by nature are adapted to this work, and offers them the means of thoroughly qualifying themselves.

TALENT FOR TEACHING ESSENTIAL.

The school cannot create talent for teaching. It can only develop and train that which its students possess. There are indispensable endowments and acquisitions of early life which those who will be successful in a course of preparation for teaching must bring with them to the Normal School.

When the last possible provision has been made for the development and the training of the talent for teaching, the success of the school still depends upon the quality of student material which comes into it. It is of the utmost importance that there shall be a constant supply of young men and young women, who possess the health, the character, the talents, the habits, which constitute the basis of the capable teacher.

Graduates of high schools who have attained good standing for character and scholarship are invited to enter the Normal School and prepare themselves by a course of professional study and training for a career of great usefulness in the work of education. A single year's work in the school will enable such students to make a test of their adaptation to teaching as a calling, and will give them a training in the science and art of education which should be invaluable, even if they should see cause for turning to some other calling. They should not come, however, expecting to fully equip themselves for teaching in a year, or to find the work light and easy. The work of the advanced course requires the strength and discipline which a high school course is designed to develop, and in turn is designed to develop new power and

self-dependence. The majority who have entered the school in the past few years have been high school graduates.

Teachers who realize the need of fuller preparation may find here the opportunity and help they desire. They will find in the school students who have had considerable experience in teaching. Young people who have not the opportunity of high school education and who have decided to prepare for teaching, if they have attained the requisite maturity and scholarship, are invited to enter the elementary course. Among those who have come from various parts of the State in times past with only an elementary education and have gone through the whole course, are many of the most efficient teachers of the State, and some of the most worthy men and women now filling other important places in life.

GENERAL SCHOLARSHIP AND CULTURE.

The Normal School is not a high school or a college, but an institution having a specific function, namely, the preparation of teachers for their work. In accomplishing this, however, it must secure to its students broad, accurate, and thorough scholarship, which is the essential basis of professional training for any calling, especially for teaching.

An important element in the education of the teacher is the cultivation of the characteristic habits and abilities of the successful student. Throughout her course of preparation the normal student needs to be pursuing energetically substantial subjects for her own development and culture. The Normal School must cultivate a lively interest in study and investigation and an enthusiasm for learning which only the vigorous pursuit of worthy subjects can engender.

The course of study, then, must be rich in material and suited to challenge effort and nourish interest, as well as furnish professional instruction. It will be observed in the

THE STUDY HALL.

THE
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outline of the courses following that substantial acquisitions in science, literature, history, and art, are provided for. Throughout each of the courses the student pursues for culture and discipline subjects that require for their mastery attentive observation, patient research, and strong thinking.

THE SPECIAL WORK OF THE NORMAL SCHOOL.

The purpose of the school determines what its specific work must be.

1. It must beget the spirit of the teacher.
2. It must reveal the nature, aims, and methods of education. This it can do by the study of man and the process of his development, and of his relation to nature and to society.
3. It must enable the student to grasp and analyze subjects of study and the process of thinking by which knowledge is attained.
4. It must put the student in possession of ability to inspire and guide the process of learning in the child.
5. It must give the student an intelligent acquaintance with principles and methods of instruction and of school administration.
6. It must furnish opportunity for practice in the art of teaching under suggestive and instructive conditions.

COURSES.

The following courses are designed to furnish the instruction and training required by the several classes of students who enter the school. Post graduate and special work will be arranged as may be deemed advisable for those who wish to pursue studies in education beyond what is here provided.

I. THE REGULAR NORMAL TRAINING COURSE.

Junior Year.

First Term—Pedagogy.—Introductory Course; Observation. Methods of Instruction: Reading, Nature Study. Physics; Drawing; Biology; Singing; Language; Geography; Arithmetic; Drawing.

Second Term.— Psychology; Practice — Class Teaching; Hygiene and Sanitation; Civics; Literature; Singing; Physical Culture.

Senior Year.

First Term.—Pedagogy—Advanced Course. Methods of Instruction—Advanced Course: Nature Study, Physics, Drawing, Mathematics, Reading and Literature. Geology; Mineralogy and Geography; Singing.

Second Term.—Half Term—History of Education; Teaching of History; Teaching of Language; Astronomy. Half Term—Practice in the Training School.

This course is a distinctively normal training course designed to afford the best possible general preparation for teach-

ing. Those who successfully complete it are graduated, and with the sanction of the State are awarded the diploma of the school.

In order that the object of the course may be successfully attained, it is necessary that those who enter upon it be fully prepared. The preparation requisite includes:

1. Sufficient health and maturity of body and mind.

2. Good strong moral character.

3. A strong high school course well and fully mastered, or its equivalent. It is implied that such high school course includes substantial study, by sound methods, of natural science and some form of manual art, at least drawing, as well as mathematics, language, literature, and history.

4. Proficient elementary scholarship. It is especially requisite that the student of the science and art of teaching should have acquired mastery of the subjects of the elementary school course. More than a good grammar school pupil's understanding of these subjects is necessary for the teacher. The maturity and discipline which the high school course has developed should be brought to bear upon arithmetic, geography, and the English language for their fuller mastery before the student is ready to give his attention especially to methods of instruction.

All who enter upon this advanced course are examined in English, including reading, penmanship, composition and grammar, history of the United States, geography, and arithmetic. In this examination the object is to ascertain the student's substantial everyday knowledge and ability rather than what can be shown as the result of studying for examination. The student must be prepared for such a test upon applying for admission to the Junior class.

Graduates of accredited high schools are admitted to the school upon their diplomas, but take this test of their prepa-

ration for entering immediately upon the advanced course, unless they choose to review these subjects before entering upon the advanced course.

Opportunity will be afforded those who need to strengthen their elementary preparation to study in a thorough manner, under very competent teachers, arithmetic, geography, the English language, the history of the United States, and, if desirable, other subjects of the elementary course. For this purpose a Sub-Junior year's work is arranged and is here outlined; for any part of it evidence of scholarship will be accepted.

First Term.—Arithmetic; Zoölogy; Physics; English Grammar and Composition; Modern History; Drawing.

Second Term.—Biology; Penmanship; Geography; History of the United States; Reading and Voice Training; Drawing.

II. THE ELEMENTARY COURSE.

The elementary course is designed to afford those not within the reach of a high school the opportunity to gain a good general education and preparation for the advanced course.

Those who pass the entrance examinations and comply with the terms of admission have the preparation requisite for entering upon this course. When admitted, students are classified according to their ability to go forward with the work. Those who have accomplished in other schools the equivalent of any part of this course should present the evidence of the amount and quality of such work, that they may be assigned such advanced standing as they are prepared to maintain.

A certificate is given those who complete this course in a satisfactory manner.

IN THE GYMNASIUM.

III. COURSE IN PREPARATION FOR CITY TRAINING SCHOOLS.

This course is designed especially for those who, having acquired a high school education or its equivalent, have in view a course of practice in a city training school. It embraces the theoretic professional work of the advanced normal training course, including the study of methods illustrated by observation of work in the several grades. It does not include practice teaching and criticism.

The preparation requisite is identical with that for the regular normal training course.

GYMNASIUM.

The locker room is equipped with commodious lockers and dressing-rooms, and the baths, twelve in number, are of the latest and best designs.

The gymnasium equipment is acknowledged to be the most ingenious in the country. Apparatus of utility, arranged for large numbers, designed for safe exercise, and in accordance with apparatus now used in out-door play-grounds have been furnished.

Ventilation and lighting are perfect.

The work of the gymnasium departments includes marchings and class formations to secure discipline, free exercise for improving health, carriage, and powers of motor co-ordination.

Safe exercise on improved apparatus designed to improve strength and agility.

Plays and games.

The practical study of the work and the application of theory resulting from the courses of studies in other departments.

The consideration of method and analysis of gymnastic systems.

The consideration of descriptive nomenclature.

Graphical anthropometry.

DOMESTIC SCIENCE.

1. Cooking.

The aim of the course in cooking is to give a better knowledge in the choice and preparation of food.

The course includes theory and practice, for it means not only the preparation of simple dishes, but also a discussion of their digestibility and food value, the best method of preparation, and the practical and scientific reasons for that method.

2. Foods.

To follow the course in cooking and consider more in detail some of the important foods, as the starches, sugars, milk, and butter.

3. Emergencies and School Hygiene.

The emergency course includes talks on the treatment of cuts, burns, sprains, and some of the more serious accidents which may happen to the school children.

The school hygiene will include talks on the light and ventilation and care of the school-room.

4. Sewing.

The simple stitches are taught. Small models are made, their construction often illustrated by means of paper folding.

The course follows closely the work done in the grades.

THE DOMESTIC SCIENCE DEPARTMENT.

THE
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DRAWING.

The aim of the instruction in this department is to lead the pupils to a finer perception of beauty and greater ability to create, and to represent beautiful things.

ELEMENTARY COURSE.

In this course instruction is given in sketching from nature, making decorative arrangements of flowers, berries, etc., in geometric figures; model and object drawing; illustrative sketching upon the blackboard and paper; mechanical drawing, including the use of the rule, compasses, drawing-kit, etc.; historic ornament, and decorative and constructive design.

NORMAL TRAINING COURSE.

In this course the aim is to prepare the pupils to teach drawing in any one of the primary or grammar grades, and also to give them power to illustrate freely any subject where illustration would be helpful.

The course is as follows: Sketching from nature, making decorative arrangements of flowers, berries, etc., in geometric figures; model and object drawing; sketching from the model posing; illustrative sketching upon the blackboard and paper; mechanical drawing, including projection and working drawings; constructive design; historic ornament and decorative design. Instruction in the methods of presenting the different branches of drawing is given throughout the course.

KINDERGARTEN TRAINING COURSE.

This course corresponds quite closely to the regular normal course except that the more advanced mechanical drawing is omitted, and clay modeling substituted. The instruction in

methods applies principally to the teaching of very little children.

SUB-JUNIOR COURSE.

A course designed to fit the pupils to do the work of the regular normal course. The work is selected from the elementary course.

CITY TRAINING COURSE.

Selected parts of the regular normal course, as much as the time allows.

In all classes the fête days of the years are remembered, and the pupils are taught to make simple gifts, such as decorated calendars, book-markers, and candy boxes.

Talks upon pictures and the decoration of the school-room are given to all classes as often as once a month.

BIOLOGY AND NATURE STUDY DEPARTMENT.

This department has three rooms, namely: a lecture-room, and two laboratories for botany and zöology respectively. The lecture-room contains reading-tables and the four hundred books of the department, and is fitted up for stereopticon work.

The laboratories are well lighted and well equipped. They have the usual laboratory furniture, sinks with running water, cases, cabinets, tile-topped tables with drawers for instruments, microscope, lockers, etc. But in addition, there are running water aquaria; compound and simple microscopes for individual work; imbedding apparatus and microtome for preparing material for microscopic study; human skeleton and manikin; dissectible models of eye, ear, and brain; and the best German charts for both botany and zöology. There is a

IN THE ART DEPARTMENT.

THE
JOHN CRERAR

large amount of museum material for illustrating our native birds, etc.

Since a large part of the work of the department is a study of living nature, large numbers of type forms of plants and animals are kept alive in the laboratories, each, as far as possible, with its out-of-door environment. Salt water aquaria contain star-fish, sea anemones, crabs, clams, nereis, and the like, besides marine algæ. Fresh water aquaria show fish of various sorts, eels, tadpoles, newts, cray-fish; dragon-fly larvæ, leeches, snails, beetles; hydræ, etc., and in addition, fresh water algæ, pond weeds, etc. Vivaria—insect cages, miniature swamps, gardens, and the like—contain caterpillars, moths, butterflies, dragon-flies, crickets, ants, bees, salamanders, frogs, toads, lizards, turtles, snakes, besides ferns, mosses, lichens, liverworts, and many kinds of flowering plants.

There is every opportunity to study plants and animals from living material.

The aim of the department is to prepare teachers of nature study for grade schools; to teach them to see, to understand, to interpret; to give them a broad aquaintance and a large interest in nature.

ELEMENTARY COURSE.

BOTANY, MORPHOLOGY, AND PHYSIOLOGY OF FLOWERING PLANTS. (4 hours.)

1st Term and 2nd Quarter of 2nd Term.

The life history of flowering plants from seed to seed. Common families of plants and their relationships as shown in seed, flower, and fruit. Descriptions and drawings of twenty plants. Herbarium of fifty specimens. Microscopic study of vegetable cell, protoplasm, chlorophylls, etc.; of root, stem, and leaf; of pollen and ovule. Cross-fertilization.

6th Term. (2 hours and 3 hours laboratory.)

Lower plant forms, yeast, mould, pond-scum. Invertebrate types, amœba, hydra, star-fish, earth-worm, lobster and clam. The course includes relations of plants to animals, of plants and animals to man, evolution, etc.

This course, together with the botany, forms a foundation on which can most profitably be built courses in natural study.

The Sub-Juniors, H. S. graduates who do not become members of the Junior class, have this same course.

NORMAL COURSE.

NATURE STUDY AND METHODS IN NATURE STUDY. (3 hours and 3 hours laboratory.)

Throughout the Junior Year.

A study, in their seasons and in their natural relations, of all the forms, plant and animal, which can be used to advantage in grade work. The course, therefore, gives much laboratory study of living material, and much field work. Practice is given in stocking and keeping aquaria. Forty of our native birds are studied in the field. Seeds, and bulbs, and buds; insects and their development through the larva to the adult; flowers and the relations of flowers to insects; trees, ferns, etc., form subjects of study.

In the first half of the Junior year there is a discussion of the aims of nature study, its place in a school curriculum, and its relations to other subjects. A course of study for grade work is made out, and lessons and series of lessons are planned. In the second half of the year there is opportunity to teach nature study in the practice school with the direct help and supervision of the normal department.

The City Training classes have this same course, with the omission of the practice school work.

THE BIOLOGICAL LABORATORY.

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COURSE OF STUDY IN APPLIED PSYCHOLOGY.

Junior B. and City B.

The work in this course consists in a study of how to train the mind. The object is to teach the student teacher how to direct the mental processes of the child so that the child shall experience perceptions, ideas, and concepts, and shall learn to judge and reason.

To this end certain types of lessons are studied, and the pupils practice developing thought through observation, suggestion, and questioning.

The types of lessons studied are:

1. Observation lessons.
2. Experiment lessons.
3. Concept lessons.
4. Narrative or history and literature lessons.

Material for these lessons is taken from any of the subjects studied in school.

A strong course in general and experimental psychology is also maintained.

HISTORY.

The study of history is continuous through the elementary course, as this seems to be justified by its value as a means of mental training. The work of the first year consists of an outline of the history of the eastern nations and critical study of the history of Greece and Rome. The second year is occupied with the study of the Middle Ages and of English history. This gives the students a basis for intelligent, professional study of the history and government of the United States.

Throughout the course in history the relations of cause and effect are carefully studied, and the professional purpose of

the work is kept in mind. The union of civics with history in the third year of the elementary course is regarded as important; outside reading, under the direction of the teacher, and the discussion of current topics in the class are found to be aids to enthusiastic study of the past. The study of local and family history is encouraged.

In the first term of the professional course, methods of teaching history and civics are illustrated and discussed. In the second term of this course, while the students are practicing in the schools of observation, a brief period is studied intensively, to develop in the young teachers the habit of self-improvement even in the midst of their work. During Senior B term methods are again discussed, this time to gain a more general view of the requirements in various schools, rather than to prepare for the work of a particular grade or course of study. In the Senior A term, and for post-graduate students, there is opportunity for the study of political economy. This is not taught as a theoretical and abstract science, but as a practical exposition of such subjects as the rights of capital, the evil of strikes, and the duty of honesty in money matters. It is found to be one of the most useful and interesting subjects of the course in history.

For the City Training class, from the cities of Pawtucket and Providence, an opportunity is provided for a review of United States history and civics, with especial reference to the professional value of the work for those who are so soon to be trained to be teachers in our city schools.

For those who enter from high schools, and fail to pass satisfactorily our examination in history, a term's work is provided, consisting of a review of the history of the United States, with special emphasis upon the relation of European history to that of our own country.

THE LIBRARY.

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GEOGRAPHY.

At present the work in second term geography consists in the study of home surroundings—geographical forms, forces, processes, in representing geograpical forms, in tracing the more obvious causes and effects of observed phenomena, in presenting to the imagination conditions and processes which cannot be observed. Pupils usually learn that geography is out-of-doors and not in books—that it consists in finding out how people live upon the earth. Descriptive matter is read and discussed.

In the fifth term, with more mature minds and better knowledge of related subjects, the above work is extended over larger fields and made more emphatic.

The Sub-Junior work includes all of the above which time and the ability of the class allow.

The Junior class has had two lessons a week for half a term in methods of teaching geography. During the first half of the Senior year three lessons a week for half a term have been given in methods of teaching. Most of their method work consists in the teachers giving lessons to the students, who assume the triple role of children, prospective teacher, and critics. Apparatus, and ways and means are discussed. Certain text-books are used, and their plans discussed.

In all geography classes some reading, selected by the teacher, is required each week, and reading matter for children is recommended.

Each City Training class goes over as much of the above ground as time permits.

PHYSICAL SCIENCE.

Physics.—The basis of the work in physics is experiment, and the time is about equally divided between laboratory work

by the pupils and class demonstration by the teacher, aided by the pupils.

Attention is constantly directed to the need of close and accurate observation of given conditions and resulting changes, and the pupils are held to a justly limited inference from observed phenomena. Those facts, principles, and laws which have their application in the common affairs of daily life receive special consideration, and the pupil's previous experiences are appealed to for confirmation or refutation of the conclusions drawn from their experiments. The method of scientific study, *not original discovery*, is the primary purpose of the experimental work.

Consideration is given to devising and constructing such simple apparatus as will illustrate fairly well such elementary facts and principles of physics as are adapted to presentation in the grammar schools.

Chemistry.—In chemistry the time is about equally divided between individual laboratory work and theoretical class work. The aim is primarily to help the pupils to a good elementary knowledge of the subject, both theoretical and practical; and secondarily, to consider helpful ways of presenting the elementary facts of chemistry to young pupils.

The laboratory work is arranged and conducted with a view to securing, on the part of the pupils, first, an acquaintance with the nature and properties of the apparatus and materials used, together with facility in the manipulation of same; second, the habit of close observation of the physical and chemical properties of the common elements and compounds as a basis for theoretical chemistry.

In class work it is insisted that the pupils make an effort to obtain an intelligent understanding of atomic theory of the constitution of matter and of the nature of chemical re-actions. To this end, a free use of the blackboard is made in writing

A CORRIDOR.

THE
JOHN CREAR
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molecular formulæ and chemical equations. Chemical problems involving weighed quantities of the substances used form an important part of this work.

Each element is studied topically as follows: Its occurrence, preparation, physical properties, chemical properties, tests, and uses. Compounds are treated in a similar way as far as the facts will permit, though more emphasis is naturally given to their commercial manufacture and uses.

ENGLISH LANGUAGE.

Term 1.—The work of the term in English includes:

I. The history of the English language with study in etymology and synonyms.

II. English composition with special care in regard to choice of words, construction of sentences, paragraphing, and punctuation. This work includes a course in letter-writing, and also written exercises, which are criticised by the teacher in the presence of the student.

English Grammar.—*Term 2.*—In this class the structure of the English language is studied, and much time is spent in analysis of sentences. Work in English composition is continued.

English Grammar.—*Term 6.*—The structure of the English language is here more comprehensively studied, and a broader view is obtained after a study of other languages and of rhetoric. Recent grammatical theories are discussed, and the students become familiar with the best grammars.

English Grammar.—*Sub-Junior.*—Like Term 6.

English Methods.—*Junior B.*—A course of study for grade work in language, grammar, and composition work is planned. Sources are investigated, and material and methods are discussed.

THEME WORK.—*Junior A.*—Regular written papers with individual criticism are planned for this class.

ENGLISH GRAMMAR.—*City B.*—Like Term 6 and Sub-Junior.

ENGLISH METHODS.—*City A.* — Like English Methods, Junior B.

ENGLISH LITERATURE.

In the elementary course in English literature the aim is to have the students gain a general view of the subject in such a way that a literary taste may be cultivated.

In the regular normal training course attention is given to some of the longer English poems and prose works, which may be studied with profit and pleasure by those pupils who have completed the elementary course. Among the forms of literature receiving attention are the essay, the ballad, the sonnet, the ode, the drama, and the short story. Literature for children is discussed, and courses in reading adapted to children of different ages and of different opportunities are worked out. In order to encourage wide and rapid reading, the students report in the class on the reading they have done that was not prescribed. Not only is the culture value of the subject highly regarded, but also its influence upon character.

RHETORIC.

Rhetoric has to deal not so much with what is right or wrong as with what is better or worse. Attention is given to the judicious choice and skillful placing of words, to the making of sentences and of paragraphs, to the determination and development of themes. As facility in writing may come from practice in writing, much written work is required. After suggestive criticism from the teacher, the student re-writes. The student aims to gain clearness, force, correctness,

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and lastly, elegance in writing. The use of figures and other devices is taught. The four modes of writing—description, narration, exposition, and argumentation are distinguished, and writing in each mode is required. The knowledge gained in the class in rhetoric is applied in the work in the literature classes.

GERMAN.

The work of the first year includes elementary German grammar; translation of simple prose, both prepared and sight work; dictation; composition; conversation. Special emphasis is laid on the intelligent reading of German and upon the understanding of spoken German. The recitations are conducted in the language as far as is practical. The work of the second year includes more advanced grammar, connected prose composition, and a study of one or more of the works each of Lessing, Schiller, and Goethe.

MATHEMATICS.

Geometry.—The first work in this subject aims at the acquisition of the data and simpler truths of geometry through measurement, drawing, construction, and superposition. Field work forms the basis of much of the class-room instruction. Gradually the easier deductive proofs are introduced, and in the fourth term the work is wholly demonstrative. Rigorous reasoning and perfect form of expression are the ends sought. The student is led to construct his own demonstrations of problems.

Algebra.—This course covers the principles of algebra through affected quadratic equations. The fundamental nature of the equation, fractional and negative exponents, and radicals are emphasized. Facility in grasping the conditions of problems and quickness and accuracy in oral and written work are kept constantly in mind.

Algebra and Geometry Methods.—Each subject is analyzed with the purpose of making a selection of material for lessons in grammar grades. Geometry is viewed in its relation to drawing, and both subjects in their relations to arithmetic. Methods of teaching are discussed and illustrated.

TRAINING IN TEACHING.

The School of Observation and Introductory Practice is conducted in the building and consists of a kindergarten and a room with a regular teacher for each grade from the first through the ninth year. In connection with the introductory course in pedagogy the students of the Junior class have visited and studied systematically each room, making oral and written report. These reports have furnished concrete material for the discussion, and a basis for the study of instruction, management, and government. Practice is allowed one hour a day.

The schools for practice are established at present in Providence at Smith street, in Pawtucket at Cherry street, in Cranston at Eden Park. Each of these schools consists of rooms under the supervision of a training teacher who directs the work and is responsible for the results. The teaching is done by members of the Senior class. During the last term, and after completing the advanced course in pedagogy and psychology and in methods of instruction, each senior has charge of a room as teacher for half a term, under the direction and criticism of the training teacher.

PHYSICAL TRAINING.

Physical education is held to be the basis for all sound education.

Instruction in hygiene is provided for in the courses, and the

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physiological habits of students have personal attention from the teachers. It is expected of all students that they comply with the conditions of health in the matters of dress, outdoor exercise, sleep, cleanliness, food, etc., as faithfully as they are expected to perform all other duties.

MORAL CULTURE.

In a normal school it is imperative that a high standard of morals be maintained. Excellent order must prevail; polite behavior, correct habits, and an upright course must characterize every one holding membership in a school of this kind. But the exercise of authority in the form of discipline ought never to be necessary. Conspicuous lack of will or of ability to exercise self-control and to regulate conduct by the dictates of duty and propriety is considered plain evidence of unfitness for the vocation of teaching.

Abundant occasions arise in the progress of school life for the testing of moral character and the exercising of the virtues which are indispensable to the teacher. The cultivation of such qualities as industry, patience, generosity, self-denial, and earnestness is as positively expected of the normal student as the cultivation of the intellectual powers. The intercourse between students and between teachers and students, if it is characterized by freedom and frankness, by sympathy and mutual helpfulness, becomes a powerful influence in the growth of moral character. It is here assumed that the best type of moral character is essential in the true teacher.

COURSES IN PEDAGOGY.

Pedagogy is taught throughout the course. All the various authorities are used, and study is made of special subjects of value to prospective teachers.

MINERALOGY.

The course in mineralogy is intended to lead to a knowledge of the common minerals and to prepare the students to give lessons on minerals to children. The first part of the work is provided for by our well-equipped mineralogical laboratory. The recitation periods are devoted to the study of minerals with a view to teaching them.

KINDERGARTEN TRAINING CLASS.

The kindergarten course covers a period of two years and is intended to give to the pupils not only a knowledge of the principles and practice of Froebel's system of child development, but also a clear idea of the scheme and scope of education throughout the elementary schools. The work of the two years is divided as follows:

First Year.—A study of Froebel's theory of the kindergarten, using as text-books Froebel's Pedagogics of the Kindergarten, and Susan Blow's Symbolic Education. Supplementary reading: Kriege's Child; Bowen's Froebel and Education by Self-Activity; Elizabeth Harrison's Study of Child Nature.

Mother-Play, a critical study of Froebel's great work, The Mother-Play, is commenced this year and continued throughout the two years.

Gifts and occupations, lectures upon the use and significance of the Froebelian material continue throughout the first year.

Nature study, psychology, history of education, drawing, and gymnasium also form an important feature of this year's work.

Throughout the year students are observing in the kindergarten connected with the Normal School, and during the last

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half some slight practice work is required from them under the direct supervision of the training teacher and the kindergarten teachers.

Second Year.—The principal work of this year is the practical application of methods and principles, studied the first year, to actual teaching in kindergartens. Each student is required to spend the forenoon of each school day in some kindergarten to which she is definitely appointed, and to give, at the discretion of the teacher, demonstrations of her ability to teach and apply the pedagogical principles upon which teaching is based. The afternoons will be devoted to work at the Normal School, which will comprise the following subjects: psychology continued; pedagogy; Mother-Play, a continuation of the work commenced the first year; Education of Man, continuing throughout the year; drawing; classes for programme work; songs and games.

LIBRARY.

The library is fully equipped with modern reference books, current literature and books, reports, and pamphlets of general importance to the school. The classification and administration of the library are entirely modern.

Rhode Island Normal School Alumni Association.

President:

Mrs. Dora Hurley Black, '89,
903 Branch Avenue, Providence.

Vice-President:

Mrs. Minnie Dow Chase, '87,
285 Williams Street, Providence.

Secretary and Treasurer:

Jennie L. Ellis, '90,
140 Broad Street, Pawtucket.

Treasurer of Alumni Fund:

M. Lila Hurley, '90,
36 East George Street, Providence.

THE STUDY HALL (FROM THE OFFICE).

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